DOCUMENT RESUME

ED 127 585 CS 002 901

AUTHOR	Steinhour, Sue, Ed.
TITLE	Right to Read Manual for Community Literacy Program Development.
INSTITUTION	Illinois State Office of Education, Springfield.
PUB DATE	76
NOTE	479p.
EDRS PRICE	MF-$0.83 HC-$26.11 Plus Postage.
DESCRIPTORS	*Community Involvement; Elementary Secondary Education; *Literacy; Manuals; *Program Development; Program Guides; *Program Planning; *Reading Programs; School Community Programs
IDENTIFIERS	*Right to Read

ABSTRACT

The result of a cooperative effort between the Illinois Office of Education and the Wisconsin Department of Public Instruction, this manual establishes a framework to help educators and concerned citizens plan and implement a local Right to Read program. Inherent in the philosophy reflected in this manual is the assumption that the impetus for eliminating illiteracy in each community should come from within rather than be mandated from without. Chapters include analyses of the national, state, and local Right to Read effort; Right to Read and the community; the local Right to Read advisory council; publicity and public relations; assessment and program planning; roles and responsibilities of involved individuals; and inservice education and Right to Read. (KS)

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RIGHT TO READ MANUAL FOR COMMUNITY LITERACY PROGRAM DEVELOPMENT

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
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CS 002 901

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Dear Reader:

For the past three years the Illinois Office of Education has sponsored a statewide Right to Read program. This literacy effort has focused on conducting inservice training for local Right to Read directors, offering technical assistance to local education agencies and providing leadership in literacy program development from the preschool through the adult level. Inherent in the Right to Read philosophy is the assumption that the impetus for eliminating illiteracy in each community should come voluntarily from within rather than being mandated from without.

This Right to Read Manual for Community Literacy Program Development establishes a framework to help educators and concerned citizens plan and implement a local Right to Read program. It is the result of a cooperative effort between the Illinois Office of Education and the Wisconsin Department of Public Instruction.

I offer you, the reader, my best wishes and encouragement in your efforts to improve literacy opportunities.

Sincerely,

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

RIGHT TO READ MANUAL
FOR COMMUNITY LITERACY PROGRAM DEVELOPMENT

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The National, State and Local Right to Read Effort

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Originating

When the firm and yielding unite it constitutes movement that can manifest and succeed. With new ventures it is a time when efforts should be made to effect a cooperative unity of all nessary elements. Probe gently to detect areas of correspondence and be forewarned of possible incompatibilities. Use the opportunities of correspondence and seek avenues to avoid conflicts.

SECTION A

THE NATIONAL, STATE AND LOCAL RIGHT TO READ EFFORT

BACKGROUND

The National Right to Read Effort emerged in response to a decade of educational queries, assessments, and concerns regarding the reading achievement of American citizens. Throughout the 1960's, national studies and regional surveys underscored the severity of the problem and provided ideas as to the reasons for the condition.

Several conferences and national task forces were organized to discuss the state of the art in reading and to outline possible future directions. One such conference, coordinated by Dr. Empress Y. Zedler in 1967, was to report on the "Problems of Dyslexia and Related Disorders in Public Schools of the United States." The conclusion which came from this conference was that there was relatively little known concerning reading disorders in general. Among the recommendations was the request for the appointment of a commission to further study the problem.

Consequently, a national advisory committee was appointed and in 1969 their summary report, "Reading Disorders in the United States" was presented to Robert Finch, Secretary of Health, Education and Welfare. This report gave statistics which reinforced the previous data as to the gravity and intensity of the reading crisis in American education.

Right to Read Begins

With startling data such as:

. . .one out of every four elementary students needs special reading assistance;
. . .of the 700,000 students who drop out of school annually, the majority are reading two or more years below ability;

. . .the Harris Poll identified 18.5 million adults (16 years of age or older) as functional illiterates;

the National Right to Read Effort was spawned.

The development of a national reading effort was conceptualized in 1969 by former U.S. Commissioner of Education, Dr. James E. Allen, Jr., as a realistic response to the well documented reading problem. In his September 23, 1969 speech to the Association of State Boards of Education, Dr. Allen cited various statistics synthesizing the reading deficiencies throughout the United States, presenting, in summary, a challenge for the next decade.

> ". . Those who do not gain the ability to read in the course of their early education lack a skill necessary to all other areas of learning and are being denied a fundamental educational right--the right to read . . . Therefore, I am herewith proclaiming my belief that we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all. . .and. . .I am calling for a total national commitment to and involvement in the achievement of the 'right to read' goal."

Thus, the ambitious goal of Right to Read, universal literacy for all able Americans, was formulated.

Right to Read--Target for the 70's

The goal for the National Right to Read Effort is to increase functional literacy so that by 1980, 90% of the population 16 years of age and older and 99% of those under 16 years of age would possess the reading skills and competencies essential for an effective and productive life. In order to reach this goal, Right to Read was designed as a coordinated endeavor of all segments of society, public and private, professional and non-professional.

The concept of Right to Read embraces a dynamic, philosophical campaign encouraging nation-wide interest, commitment and positive involvement of all facets of society to prevent, correct and thereby eradicate illiteracy. This concept means that Right to Read is a catalyst, a systematic planning process, and an "umbrella effect" which enlists, stimulates, and attempts to facilitate the cooperative efforts of all to join forces in bringing to every citizen the skill and joy of being able to read.

Therefore, it is apparent that Right to Read is not a "program" as the accepted connotation of the word generally applies to federally funded initiatives. Rather, it is a philosophy emcompassing many specific and interrelated integral aspects.

The plan for the National Right to Read Effort is based upon certain basic assumptions. They are:

1. Most individuals can learn to read. (The exception to this statement is the approximately 1% of the population considered uneducable.) Therefore, all individuals in a democratic society should be provided the opportunity for literacy.

2. Each citizen is a unique person functioning at his/her own rate of growth and affected by experiential characteristics. Therefore, all educational institutions should share the responsibility for planning individualized educational experiences, diversifying approaches, methods, and materials to accommodate student needs.

3. Since reading is an integral aspect of learning, reading instruction should be offered as a continuous process. Much research has been done, but there is a need for effective translation of this research into classroom practice at all levels of education. Therefore, procedures in curriculum planning for reading improvement should be met through demonstrated staff development activities.

4. At all levels of learning, educators must recognize the contributory rule of each citizen in the reading process. The necessary academic knowledge exists to solve the reading crisis. Therefore, all sectors of society should be encouraged to participate and marshall resources in a united attempt to combat illiteracy.

A principle of Right to Read is that the necessary academic knowledge, human capability and technological resources are available to solve the literacy crisis in America. These resources must first be identified and united. To assist in mobilizing resources, the Right to Read Effort has funded three types of programs: National Impact Programs, Demonstration Programs and State Education Agencies. Through these efforts various processes, products, and promising practices are identified with an emphasis on total coordination and dissemination of information.

Systematic Planning--An Important Aspect of Right to Read

At the heart of the Right to Read Effort is a systematic planning process implemented at the national, state and local levels. This process encourages a reassessment of prevailing strategies, exploration of possible alternatives and uses of human and financial resources to produce practical and tangible results. With careful planning, resources in the community, state and nation can be identified and mobilized.

Right to Read planning produces an "umbrella effort" by transforming splintered efforts and diversified agencies into networks. Energetic, dedicated, creative people in government, professions, organizations, schools, communities and private homes work together to achieve a mutually respected goal. Planning at all levels organizes individuals and organizations with separate ideas and resources that bring about educational change.

The National Strategy

The strategy for the National Right to Read effort stems from the belief that the ability to read and use other literacy skills is required for people to function effectively in society. Given the fundamental assumptions on which the effort is based and the extent of the problem to be overcome, no one single program can be viewed as having potential for success everywhere. A comprehensive strategy, holding promise for meeting the national goal, was therefore outlined by the Right to Read Office.

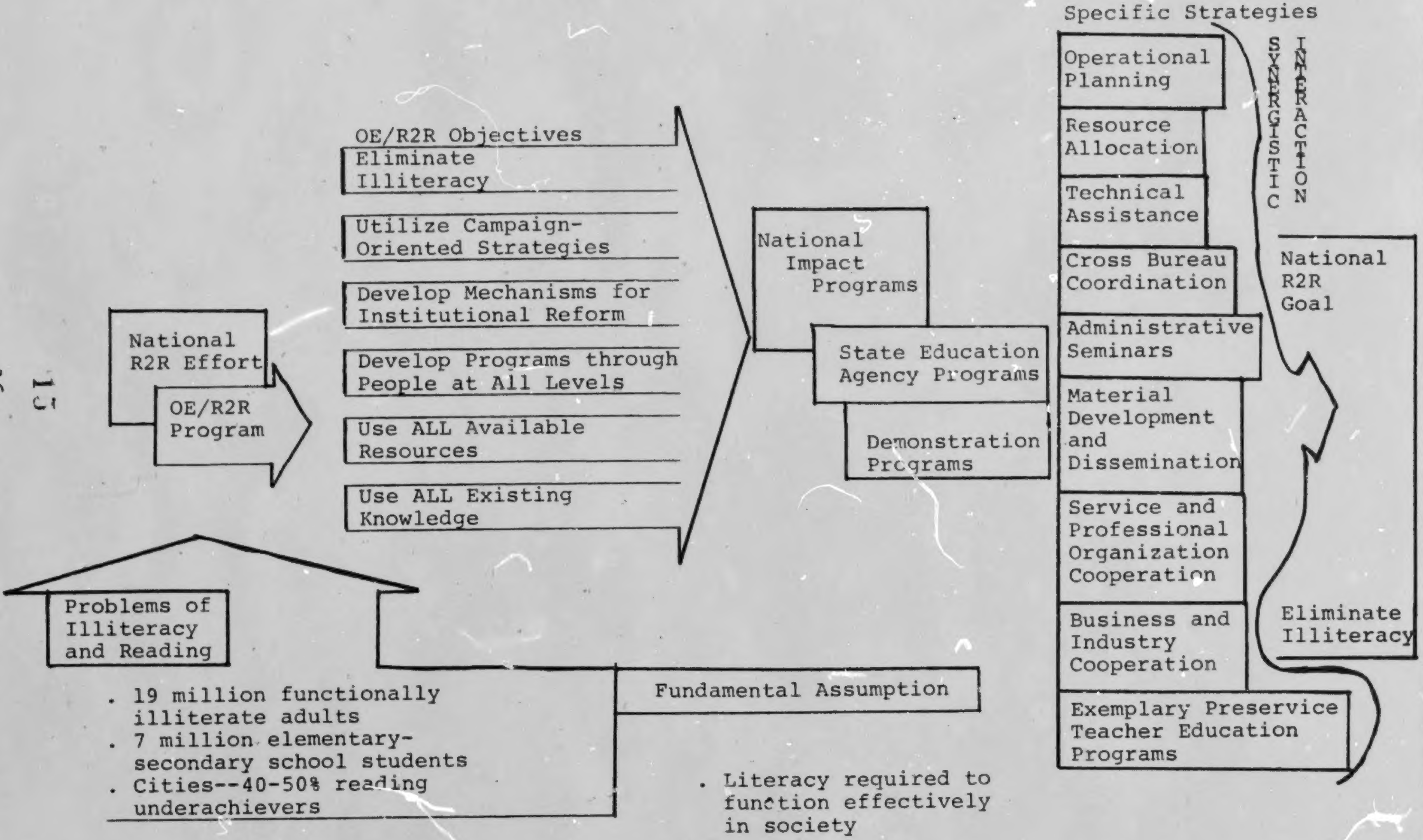
Rationale

Several factors supported the need for a comprehensive strategy.

- The diverse backgrounds and needs of the pluralistic society in America created pressures for a greater variety of possible solutions.
- Little literature was available in the field of reading to support the use of one particular reading program for a specific target group.
- Difficulties in addressing the broad target population were compounded by the many uncoordinated programs operating at federal, state and local levels.
- The number of unrelated public and private efforts also hindered attempts to set up one massive program to eliminate illiteracy.

For these and other reasons, the National Right to Read Office sought to devise a broad, comprehensive and multifaceted strategy through which all available resources could be brought to bear on the problem. The comprehensive plan is best illustrated through the use of the Right to Read Strategy Process Model on the next page.

RIGHT TO READ STRATEGY PROCESS MODEL


National R2R Effort
OE/R2R Program
OE/R2R Objectives
Eliminate Illiteracy
Utilize Campaign-Oriented Strategies
Develop Mechanisms for Institutional Reform
Develop Programs through People at All Levels
Use ALL Available Resources
Use ALL Existing Knowledge
National Impact Programs
State Education Agency Programs
Demonstration Programs
Specific Strategies
Operational Planning
Resource Allocation
Technical Assistance
Cross Bureau Coordination
Administrative Seminars
Material Development and Dissemination
Service and Professional Organization Cooperation
Business and Industry Cooperation
Exemplary Preservice Teacher Education Programs
SYNERGISTIC INTERACTION
National R2R Goal
Eliminate Illiteracy
Problems of Illiteracy and Reading
. 19 million functionally illiterate adults
. 7 million elementary-secondary school students
. Cities--40-50% reading underachievers
Fundamental Assumption
. Literacy required to function effectively in society

TWO KEY RIGHT TO READ CONCEPTS

Two concepts that frequently guide Right to Read activities are the umbrella concept and the multiplier effect.

1. Umbrella concept. In implementing Right to Read strategy, a total involvement of people in all walks of life is required to set up the interaction necessary to correct existing literacy programs and prevent future ones. The umbrella concept ties in the contributions of business and industry, the volunteer efforts of the private sector and the programmatic efforts of professionals and nonprofessionals.

2. Multiplier effect. No more significant concept than the multiplier effect can be noted in understanding the intent and thrust of Right to Read activities. Through the efficent use of resources at all levels, people will have an investment in Right to Read which will remain durable and multiply support for the program.

Grant programs often use new resources to develop and implement activities. They achieve a short-range set of objectives and then are often phased out as funds are lost. Very few grant programs have long-range objectives or goals that serve as the focus of their entire effort. They generally count on whatever change has been started to continue as long as the initiating resources continue, even though most programs hope for long-range effects.

Right to Read differs from these short-range objective-based programs. It has a long-range goal, it depends and acts directly on people to achieve this goal with only small resource allocations, and it plans to have its program continued at the same level of intensity once all federal funds have been withdrawn.

Many educators wonder if the goal of eliminating illiteracy by 1980 can be achieved with the current level of funding that Right to Read has avaialble. Part of the response lies in more effective use of resources through the multiplier effect. This effect has several dimensions within the total Right to Read program.

1. Right to Read is conceived of as a program in which all members of society have responsibility to help eliminate illiteracy. These members are invited to help share in the Right to Read effort.

2. Resources are not used to buy one-shot services. Instead, resources are used to train people and provide materials and services in order to have the most prevasive effect in achieving Right to Read objectives. The multiplier effect is ehanced, then, by using resource on those Right to Read activities which provide for the greatest possible transmission of knowledge and skills from the highest to the lowest levels of the program.

THE ROLE OF THE STATE EDUCATION AGENCY

The Illinois Office of Education provides a linkage between the Office of Education and local education agencies. The U.S. Office of Education is authorized to provide developmental information, technical assistance, and financial support. State agencies participating in the Right to Read program enter into an OE/SEA Agreement to support the National Right to Read Effort through the formulation of a comprehensive state plan to implement the Right to Read strategy on a statewide basis. The Right to Read Plan for Illinois includes objectives that provide for assessing statewide reading needs, training, local Right to Read directors, offering follow-up technical assistance to them, organizing and working with a State Right to Read Advisory Council, developing materials, disseminating information about Right to Read and evaluating the effort.

THE LOCAL EDUCATION AGENCY STRATEGY

The thrust of the Right to Read strategy at the national and state levels brings together the knowledge, human and financial resources, technology, organizational structures and processes to ensure that people do in fact learn literacy skills at the local level. No national program has ever placed so much emphasis on giving assistance other than money to school districts to strengthen local efforts to bring about change from within the system. Coordination of programs, people, resources and ideas is an undergirding theme of Right to Read. Just as this umbrella concept is a viable construct at the national and state levels, so also is it implicit in the way Right to Read operates at the local level. Joint planning, team efforts, sharing ideas and resources, working with professional groups and the private sector are all exciting ways to view the local effort as it functions under the Right to Read umbrella.

The local education agency strategy for building a reading program that assures success to every student and adult must be comprehensive in nature. It must provide a vehicle for involving all segments of the school and community and a focus that inspires cooperation. This strategy has three major components:

I. Selecting Key Personnel
II. Amassing Commitment and Support
III. Utilizing a Program-Building Process

I. Selecting Key Personnel

The local education agency strategy is built around the functioning of a local Right to Read director and a Right to Read Advisory Council.

Local Right to Read Director: The person who directs the local effort plays a key role in Right to Read strategy. The role is that of leader and change agent. As a leader, the local Right to Read director is involved in planning, organizing, managing, communicating, and evaluating. The planning function involves charting a series of activities to achieve specified goals. Organizing implies that a structure is provided to facilitate the achievement of goals and guide day-to-day operations. Managing suggests that activities are conducted according to plan with economy, efficiency, and resourcefulness. Communicating implies a two-way information flow between and among school and community groups to keep everyone informed about the progress of Right to Read activities. The evaluation function includes monitoring the achievement of objectives and activities as well as measuring the change that occurs. Change might be in program development or in attitude or performance of faculty, students, or community members.

In the change agent role, the local Right to Read director performs at least three additional functions as a catalyst, problem solver, and process assistant. He/she is needed as catalyst to "undo" complacency, distrub the status quo and free the energies and creative efforts of everyone in the school and community to work together toward a higher level of achievement and productivity. The problem-solving function involves tasks such as analyzing situations, offering suggestions, acquiring resources, recommending solutions and bringing about innovations. As process assistant, the local Right to Read director guides groups through the steps in the change process and provides for staff development in literacy.

The dual role of leader and change agent played by the local Right to Read director requires knowledge of literacy program development. Beyond that, he/she needs expertise in the areas of leadership, communications and change agent processes. Therefore, much of the Program to Train Local Right to Read Directors is focused on these skills and processes. It is important to understand the relationship between the role of the local Right to Read director and the inclusion in the training program of leadership skill development, communications and community involvement. It is a departure from the traditional preparatory program for directors of reading services, but closely related to the skills directors will need to bring educational services and community together to assure that all will be literate.

From the description given above, it can be inferred that the LEA director assumes a role somewhat different from the typical reading specialist in a school system. Emphasis is placed on building well articulated, coordinated, community-based literacy programs that eliminate failure in contrast with more traditional programs that provide remedial/corrective-type services. The commitment and support of everyone are needed to prevent reading failure and assure success in day-to-day literacy tasks. At the same time corrective services must be provided for those who have already failed, in order to bring them back into the mainstream.

Local Right to Read Advisory Council

The Advisory Council is the group that assists the local Right to Read director and other personnel in becoming aware of the goals and needs of the community in relation to literacy and in amassing support for the program that is developed. It should be made up of approximately ten to fifteen persons who are representative of a variety of socioeconomic levels, educational programs and professional and vocational interests. The Council should express the broad base of concerns and interests of the community. Its meetings provide a vehicle for bringing educational institutions and the community together in a shared effort to improve literacy and, thereby, the quality of community life.

The Advisory Council's effectiveness depends on the tasks it undertakes, the perceived relevance of those tasks to the goal of literacy and the commitment generated among the members. Any group that is called together expects to have a purpose and a task. It will not maintain interest if it is used as a rubber stamp for school-planned programs.

Section C of the Manual offers specific strategies in establishing and working with a local Right to Read Advisory Council.

II. Amassing Commitment and Support

Initially, literacy must be established as a top priority. The Right to Read effort needs the commitment and support of the administrators and staff in the agency sponsoring a local Right to Read program. The organization's commitment to improvement is necessry if any meaningful new ideas are to be implemented. Persons in administrative positions in the sponsoring agency possess formal and personal power. They also control policy and the allocation of resources. All of these factors influence whether or not meaningful change can take place.

Sections B, D and I of the Manual all suggest ways in which Right to Read can obtain commitment and support at the local level.

III. Utilizing the Right to Read Process

The National Right to Read Office formulated a planning and implementation process that includes these phases:

A. Goal setting
B. Needs and resources assessment
C. Program planning
D. Staff development/implementation
E. Evaluation/dissemination

The following sections briefly describe these elements of the local Right to Read strategy. More detailed suggestions and procedures can be found in Sections D, E and G of the Manual.

A. Goal Setting. To begin the process of solving the literacy problem the community must set some attainable goals and determine a priority order for working to achieve them. The Illinois Criteria of Excellence for Community Literacy Program Development can serve as a resource for the selection of goals. The Criteria of Excellence and their accompanying self-assessment instrument follow on the next pages.

B. Needs and Resources Assessment. After basic goals have been established, an inventory of existing community needs and resources should be taken. This will provide information from which planning decisions can be made.

C. Program Planning. Writing a plan to meet the observed needs and achieve the desired goals through the use of existing resources is the truly creative part of the Right to Read process. Specific steps are laid out to guide the process and focus it on goal attainment. Groups tend to work more efficiently and effectively when some underlying structure keeps them moving along. Program planning carefully delineates the steps required to move from a need to a goal.

D. Staff Development/Implementation. When the plan is completed, its implementation will depend to a great extent upon the quality of the staff development activities offered to those responsible for putting it into effect. The staff development aspect of the process is an investment in the future. Administrators, staff and community members involved in the literacy effort will all need inservice education in Right to Read.

E. Evaluation/Dissemination. As soon as the plan has begun to be implemented the evaluation process begins. Movement through the process itself is monitored. In addition, actions taken and products of work done are documented.

The purpose of evaluation is to determine what is good so that it may be institutionalized and disseminated. What is not good may be changed or dropped. Evaluation keeps the planning and implementation process alive by providing continual feedback for decision-making.

Successful practices with sufficient evidence and documentation to support their adaptation in other settings can be disseminated to other appropriate sites. The process of evaluation is one aid in determining which programs have the potential to serve as models.

SUMMARY

This Section has provided you with an overview of the Right to Read Effort at the national, state and local levels. The rest of the Manual will expand upon the introductory comments made here, offering strategies and processes to follow in developing a local Right to Read program.

ILLINOIS OFFICE OF EDUCATION
RIGHT TO READ IN ILLINOIS

CRITERIA OF EXCELLENCE FOR COMMUNITY LITERACY PROGRAMS

"Literacy" is determined by the interrelationship of many abilities, including reading, writing, speaking, listening, viewing and thinking. The goal of the National Right to Read Effort is the elimination of illiteracy by 1980. The program is based on the premise that given the opportunity to participate in an effective individualized process, using multiple approaches in method, adults and children can become literate.

The Harris Literacy Study conducted in 1970 indicated that as many as 18.5 million Americans--or 13 percent of the U.S. population 16 years and older--lack the reading ability necessary for survival in the United States today.[1] Many factors account for this. Both the amount of funding at the national, state and local level and the policies and procedures that guide the utilization of these funds affect literacy development. The quality of materials available for literacy learning, the types of literacy programs that can be provided from the preschool through the adult level and pupil-teacher ratio as determined by class size are all affected by funding. In addition, the style and quality of teaching directly affect student achievement. Other factors relate to the individual differences of children in such areas as cultural and language background; physical, mental, and physiological development; intellectual stimulation from the home and environment; and emotional development.

The Illinois Office of Education has sponsored a number of statewide programs designed to meet the Right to Read goal. The basic philosophical assumptions underlying Right to Read in Illinois are

---

[1] Congressional Record, Vol. 116, No. 184, Wednesday, November 18, 1970.

> Every individual in a democratic society must have the opportunity to develop literacy proficiencies to the limits of his or her potential and desire.
>
> Each individual is unique, with his or her own rate of growth and development.
>
> Literacy is an integral aspect of learning, and instruction in literacy must be a continuous process.
>
> Each teacher must recognize the role of literacy in his or her field and provide needed assistance.
>
> It is the responsibility of each community to develop a local program that meets the literacy needs of its population, from the preschool through the adult level.

Every community in Illinois has different literacy needs and resources that can be used to meet those needs. The impetus to improve opportunities to develop literacy proficiency among the entire local population should come from within the community rather than being mandated from without.

A well-planned and implemented literacy program would ultimately result in the development of a social consciousness about the importance of literacy in day-to-day living. The traditions and values of a community would emphasize literacy in order to provide the broadest possible life experiences for all segments of the population. The entire community should be willing to work together with the goal of developing a community literacy ethic.

The attached Criteria describe the qualities that a community-wide literacy program might have. Such a program would be planned and implemented as a result of the cooperative efforts of many community members. Existing formal and informal educational efforts from the preschool through the adult level would be coordinated, eliminating duplication and closing gaps in services.

These Criteria may be used by local education agencies and community members in one of three ways:

1. Planning a Literacy Program

   The Criteria of Excellence can be used as a checklist of items to be considered in defining, planning and implementing a coordinated community literacy effort when one does not presently exist.

2. Evaluating a Functioning Literacy Program

   Schools which already have a number of existing literacy-related services being provided for the public may want to use the Criteria of Excellence to measure the effectiveness of such programs.

3. Identifying Exemplary Literacy Programs

   An exemplary community literacy effort may not encompass all of the Criteria, although each of the general areas into which the Criteria are divided should be addressed. The Criteria of Excellence may be used as a bench mark against which existing services can be measured.

The Criteria of Excellence were developed by a Task Force of the Illinois Right to Read Advisory Council. They represent the combined thinking of the Task Force members in conjunction with ideas which were contributed from many educators from throughout the state. The Criteria do not endorse any one teaching method or curricular approach.

Below are the broad categories into which the Criteria of Excellence have been divided:

A. LEADERSHIP

B. COMMUNITY INVOLVEMENT

C. PROGRAM ORGANIZATION

D. MATERIALS AND METHODS

E. THE TEACHER

A. LEADERSHIP

1. THE BOARD OF EDUCATION AND/OR OTHER ADMINISTERING BODIES PROCLAIM PUBLICLY THAT THE DEVELOPMENT OF LITERACY IN THE ENTIRE COMMUNITY POPULATION IS A PRIORITY OF LOCAL EDUCATION INSTITUTIONS.

   Publicly announcing that literacy is a priority can bring the matter into focus in the community. Such a proclamation should then be followed by direct action. Commitment to the importance of literacy can be interpreted to the public through concrete examples of support such as budgetary appropriations, parental education programs in the mass media and revised curricular approaches.

2. A QUALIFIED EDUCATOR IN THE COMMUNITY IS RECOGNIZED AS AN AUTHORITY AND HAS THE BACKING OF EDUCATIONAL LEADERS TO COORDINATE A COMMUNITY-WIDE LITERACY EFFORT.

   The development and organization of a program of literacy learning activities to meet the Criteria of Excellence requires both leadership and cooperation. The Illinois Office of Education sponsors Programs to Train Local Right to Read Directors, which offer instruction and follow-up assistance to enable the local directors to establish community-wide literacy programs.

   If a community does not have a local Right to Read director who has attended a training program, someone should be designated who is given the time, responsibility and resources for developing a program of literacy services in the school and community.

3. CONSULTATIVE SERVICES ARE REQUESTED WHEN NEEDED TO AID IN THE DEVELOPMENT OF A LOCAL LITERACY PROGRAM.

A variety of materials and services are offered by the Illinois Office of Education to help communities build quality educational programs. Education Specialists are available upon request to consult with local education agencies. State and national publications on Right to Read, literacy, reading and language arts can also be obtained through the state education agency.

In addition to the Education Specialists from the Illinois Office of Education, consultants from other qualified education agencies should be made available when needed.

4. TEACHERS AND ADMINISTRATORS WORK TOGETHER IN DEVELOPING AND IMPLEMENTING A SOUND LITERACY PROGRAM.

Those most actively engaged in implementing the literacy program should take an inventory of the talent pool that exists among the administrators and faculty and then assume responsibility for using their expertise as effectively as possible.

School administrators have the responsibility to provide the necessary leadership to improve literacy opportunities within their institution. They should encourage faculty members to try new approaches to teaching literacy skills and motivating students to read. Ideas from faculty members should be included when new programs are being planned.

Teachers in turn have a responsibility to provide new insights and creative suggestions during the planning process. Faculty members should be involved in planning from the beginning, thus providing effective and enthusiastic program implementation.

5. ADEQUATE RESOURCES ARE USED TO SUPPORT A DYNAMIC LITERACY EFFORT.

There are many ways that people in a community can exhibit their support for a literacy effort. Creative use of existing human, material and financial resources is vital at times, but especially when there are not enough dollars to pay for all of the facets of an educational program.

To supplement the work of the professional and paraprofessional school staff, volunteers can contribute their talents in many useful ways. Unused facilities in all areas of the community might serve as classrooms. The distribution and use of print and non-print materials from libraries, government agencies, community organizations and business can be expanded.

All available financial resources for programs related to literacy should be coordinated. Local funds to support a concerted literacy effort should be provided. Federal and state dollars designated for use in literacy-related programs should be sought and coordinated with monies appropriated locally.

6. EDUCATORS PROVIDE A CONTINUING INFORMATION PROGRAM TO HELP THE ADULT POPULATION BETTER UNDERSTAND HOW LITERACY PROFICIENCIES CAN BE DEVELOPED.

Adults are looking for guidance in ways they can improve their understanding of how people acquire communication skills. Many would do anything possible to reinforce literacy learning in the home if they knew how to go about it.

Educators can supply this information through a series of newsletters, brochures, lectures, informal discussions and programs or articles in the mass media.

B. COMMUNITY INVOLVEMENT

1. A LOCAL ADVISORY COUNCIL IS ESTABLISHED TO COORDINATE A COMMUNITY-WIDE LITERACY PROGRAM.

Because membership on the Advisory Council should consist of representatives from all segments of the community, the Council should help the leaders of an educational program be aware of the community's environment and attitudes. It should also coordinate efforts among formal and informal educational programs and eliminate duplication of services.

By virtue of its community representation, the Council should lead the effort to develop local support for a literacy program through a variety of public relations activities and information dissemination programs.

2. THE ADVISORY COUNCIL IS INVOLVED IN ASSESSING, PLANNING, IMPLEMENTING AND EVALUATING THE COMMUNITY LITERACY PROGRAM.

Providing for community involvement in education requires long- and short-range planning. The following procedures could be used in planning and implementing a local literacy effort.

The first step in the planning process is to conduct a thorough inventory of existing literacy needs and community resources that can be used to alleviate those needs. After this information is available, a strategy for developing a community literacy program can be designed, coordinating existing programs at all levels and creating new ones to fill gaps. Provisions for continuous monitoring and evaluation of the program leading to revisions in the plan should also be included.

The plan should be the result of a cooperative effort between personnel in the education institutions in the community and the local Advisory Council. Resource people to help with the planning can be requested from federal and state departments of education, universities and other agencies.

3. A BROAD SPECTRUM OF OPPORTUNITIES TO COMMUNICATE IN ALL OF THE DOMAINS OF LITERACY IS AVAILABLE THROUGHOUT THE COMMUNITY.

Convenient opportunities should be provided for people to read, view and listen whatever and whenever they choose. School, public, academic, and special libraries can support the literacy effort during their normal day-to-day activities. They may also want to offer special programs and services for specific population segments. Bus and train stations, airports, waiting rooms in doctor's offices, and rest areas in shopping centers are just a few of the many other locations where a variety of materials and media could be provided.

Special interest groups might be formed to study topics such as "parenting" money management, movies or the theatre, providing challenges and motivation to learn through a variety of media accessible to the general public.

Industries could offer released time for employees to attend literacy courses given in the building during working hours. Special programs on the mass media, story hours and media fairs provide other means of expanding literacy opportunities in the community.

4. INFORMATION ABOUT THE LITERACY PROGRAM IS DISSEMINATED THROUGHOUT THE COMMUNITY.

Lay citizens in the community should receive current information about the progress of the literacy program from its beginning stages through complete development. The mass media--radio, television, newspapers--can help carry news to the general public. Newsletters, brochures, and presentations at meetings provide other ways information can be disseminated.

5. PARENTS, STUDENTS, AND ADULTS ARE INVOLVED IN REINFORCING LITERACY PROFICIENCY IN THE EDUCATIONAL PROGRAMS.

Literacy efforts can be supported through a volunteer program. The community affords a wealth of human resources which should be coordinated into a volunteer reservoir.

In every community there are people who have time and talent which can be used to benefit the educational program. Students, parents, senior citizens, retired school teachers, and many others can be recruited to serve as tutors or educational assistants. In addition, there are many other ways a volunteer or paraprofessional can contribute to a literacy program, such as helping in a media program, conducting story hours or producing instructional materials. A well trained volunteer or teacher aide, working under the supervision of a teacher, can provide the variety of learning activities that are needed to individualize instruction.

6. ALL OF THE EDUCATIONAL PROGRAMS IN THE COMMUNITY WORK TOGETHER TO PROVIDE THE BEST SERVICES FOR THE MOST PEOPLE.

A spirit of sharing and cooperation, enhanced by continuous dialogue and communication, is necessary if educational programs in a community are going to work together. An organized system of committees, panels, interest groups and/or task forces made up of lay citizens and educators can effectively bring about this articulation.

This cooperation can eliminate unnecessary duplication and provide additional educational opportunities. Where it is found that the existing educational program does not provide total services for a segment of the population that has a need for them, every effort should be made to establish a new or better program to meet those needs.

C. PROGRAM ORGANIZATION

1. THERE IS ARTICULATION AND COORDINATION OF CURRICULAR PROGRAMS AMONG ALL EDUCATIONAL INSTITUTIONS IN THE COMMUNITY.

Preschool programs in the community should provide activities based on knowledge about each child's learning stages and development. Progress made by students who attended a preschool should be reported to the school in which they later enroll. This enables kindergarten and primary grade teachers to plan individual learning activities that build upon preschool accomplishments.

Within the school district there should be a master plan for literacy program development, written by representatives from all units in the district. Curricular plans can be designed to follow logically from one grade to another and from the feeder schools to middle school, junior and senior high school. This general curricular organization should be flexible in order to accommodate individual growth and learning styles.

Programs to provide adults with opportunities to acquire literacy proficiency or to sharpen the abilities they already have should be developed in cooperation with existing educational institutions.

Diversity, openness and continuous revision are essential elements of program articulation and coordination from the preschool through the adult level.

2. THE LEADERS OF THE EDUCATIONAL PROGRAM SUPPORT THE VIEW THAT CURRICULUM CONSTRUCTION AND REVISION IS AN ONGOING PROCESS.

Curriculum development calls for a plan for meeting goals and objectives, someone designated to implement the plan and provisions for ongoing evaluation and revision of the plan to meet the changing needs of the student population.

3. THE CONTENT AND OBJECTIVES OF A LITERACY PROGRAM PLAN ARE BASED ON A STATEMENT OF PHILOSOPHY.

A statement of philosophy should coherently explore beliefs that teachers, administrators and students themselves have about students and learning. Because a philosophy enumerates the basic tenets of a program, it should be written and made available so that everyone in the community can see and read it.

The curricular content of the literacy program should follow logically and consistently from the statement of philosophy. What is taught and how it is done are determined by the philosophy and revised as the philosophy is altered.

Curricular objectives provide a systematic methodology for getting from where we are to where we want to be. Stated clearly and concisely, the objectives provide a plan for individual student growth in the cognitive, affective and psychomotor domains. The teachers' responsibilities should be differentiated from those of the students.

4. THE READING AND LANGUAGE ARTS PROGRAMS ARE INTEGRATED, EACH COMPONENT SUPPORTING ALL OTHER COMPONENTS TO FORM A UNIFIED LITERACY EFFORT.

All aspects of language and communication need to be related so that the learner sees the meaning and purpose of what he or she is being taught. The development of reading, writing, listening, speaking, thinking and visual literacy skills in each student should be continuous and coordinated because people interrelate their use of all of these skills when they communicate.

5. ALL OF THE CURRICULAR AREAS IN THE EDUCATIONAL PROGRAM REINFORCE IN THE LEARNER A POSITIVE ATTITUDE TOWARD LIFELONG LEARNING.

A student's motivation to read, communicate and learn should go beyond using literacy skills solely to meet daily class requirements. Students should leave school with proficiency in all of the domains of literacy and with (for clarity) motivation to continue to learn, whether it be in formal programs or informally.

Each student's attitude and motivation are affected by how he or she spends time in school. Daily scheduling of activities should allow for individualized instruction in literacy, sharing of learning experiences and special projects planned by the students themselves.

6. THE ORGANIZATION PATTERNS IN PRESCHOOLS, IN-SCHOOL (K-12) PROGRAMS AND ADULT CENTERS MEET THE NEEDS OF ALL SEGMENTS OF THE POPULATION.

Both learners and teachers have differing needs and tolerances for structure and openness in patterns of grouping. A flexible strategy of classroom organization, allowing for large group, small group and individualized instruction, can more effectively meet the unique needs of each learner.

The needs of sub-populations should also be recognized and accommodated. Sub-populations that might exist in a community are gifted, bilingual, handicapped, culturally different, affluent, or slow learners: An effort should be made to keep those involved in the literacy program in the mainstream of education without labeling them. At the same time, the program should allow for their special needs through varied grouping, special materials and techniques and ancillary services.

7. THE EVALUATION OF INDIVIDUAL STUDENT PROGRESS IS CONTINUOUS.

Teachers need criterion-referenced test data to determine what skills each pupil has mastered and which ones need to be taught or reinforced. To keep student evaluations in perspective, attention should also be given to measuring student motivation and interest in learning. In addition, student self-evaluation of progress is important.

8. THE EVALUATION COMPONENT OF THE TOTAL LITERACY PROGRAM MEASURES PROGRESS AND DESCRIBES THE CURRENT STATUS OF LITERACY ACHIEVEMENT IN THE STUDENT POPULATION.

Administrators and teachers need norm-referenced test data to compare the achievement of students in their school with national averages. Norm-referenced tests can also help determine any overall change in student achievement from one point in time to another.

A necessary element of any program evaluation is an assessment of the variables affecting the development of the program, such as teacher characteristics, administrative styles, curriculum and instructional methods and school and classroom climate. Correlations between these factors and student progress should be sought. This would underscore areas where alterations could be made that might ultimately improve student achievement and attitude.

D. MATERIALS AND METHODS

1. THE STANDARDS FOR EDUCATIONAL MEDIA PROGRAMS IN ILLINOIS ARE USED AS GUIDELINES IN PLANNING THE MEDIA CENTER PROGRAM OF SERVICES.

The media of instruction help to shape the learning environment. They determine to a great degree whether the student's learning styles and interests will be met in a challenging, dynamic way. A wide range of materials and equipment is needed to provide for individual differences, thereby contributing to mastery of basic concepts and skills, fostering creativity and initiative.

The standards set for media centers cover the media program; staff requirements; selection, accessibility and organization of materials; resources; and facilities.

2. INSTRUCTIONAL MATERIALS ARE CAREFULLY SELECTED TO SUPPORT THE CURRICULUM AND MEET THE NEEDS, INTERESTS AND ABILITIES OF THE STUDENT POPULATION.

Selection of the type of material, whether it be printed, pictured or recorded, should be made on the basis of the medium available that most effectively conveys or interprets the content or concept. Regardless of format, all textbooks and instructional materials purchased or produced locally should meet high standards of excellence.

Textbooks and media should be appropriate to the instructional level of the students using them. Materials which deal with current topics should be up to date. Those which reflect a biased point of view should make the prejudice recognizable. Media selection should be a cooperative process, involving teachers and students.

3. A WIDE VARIETY OF MATERIALS IN CLASSROOMS, READING CENTERS AND MEDIA CENTERS ACCOMMODATES INDIVIDUAL LEARNER INTERESTS AND NEEDS.

Opportunities to learn should be varied. Books, study prints, audio tapes, records, models, 16mm films, 8mm film loops, slides, video tapes, transparencies are only a few examples of the variety of instructional materials that can be purchased or produced locally. As additional kinds of media and materials are developed, provisions should be made for the evaluation and possible incorporation of these materials in the instructional program.

4. A LIBRARY OF CAREFULLY SELECTED AND FREQUENTLY UPDATED PROFESSIONAL MEDIA IS MAINTAINED.

The professional library should be available to teachers, administrators, parents, and interested adults to keep them abreast of current trends, research findings, and alternative approaches to teaching that have been developed. Professional books and periodicals should be included in the collection along with manuals, reports and curriculum guides as necessary. Video tapes, filmstrips, audio tapes and 16mm films can also be used as a resource during staff development activities accomplished individually or in groups.

E. THE TEACHER

1. THERE IS AN INSERVICE EDUCATION PROGRAM IN LITERACY FOR ALL STAFF.

Professional teacher education is a lifelong process. Schools of education can provide prospective teachers only with entry skills into the profession. Local educational institutions should assume responsibility for the continuous growth of the teacher subsequent to employment.

Reading programs will develop as the knowledge, skills, and abilities of the teaching staff improve. Locally devised inservice programs related to the needs of the teachers can be most effective in improving the literacy program. All members of the professional and paraprofessional staff should be included in the inservice program.

If a volunteer program is being initiated, preservice and inservice instruction for the volunteers should be complemented by special training activities for the school staff. These sessions could outline ways in which volunteer services might be most effectively used and define the respective roles of the tutor, teacher and administrator.

2. AN INCENTIVE PROGRAM FOR INSERVICE EDUCATION IN READING IS ESTABLISHED.

To encourage the active participation of the staff in inservice education over an extended period of time, programs such as those that reimburse teachers for course tuition and materials, attendance at professional conferences and membership in professional organizations should be established. College credit could also be awarded for district-level inservice education programs.

Released time could be provided during the school day for teachers to work with the reading coordinator or specialist. During this time they would receive informal inservice instruction and plan literacy-related classroom activities.

3. CONTENT AREA TEACHERS HAVE DEMONSTRATED A KNOWLEDGE OF DEVELOPMENTAL READING AS IT RELATES TO THE TOTAL CURRICULUM.

All students have a need for a continuation of instruction in developmental reading after leaving the elementary school. This is especially true for those students who have made less than satisfactory progress.

The teaching staff should be able to assist all students to gain independence in reading. Also, those students who are independent in reading should have opportunity to develop reading skills to the limits of their abilities.

4. OPPORTUNITIES ARE PROVIDED FOR SUBJECT AREA TEACHERS TO DEVELOP COMPETENCIES WHICH ALLOW THEM TO WORK EFFECTIVELY WITH VARYING LEVELS OF STUDENT ABILITIES.

Many students enrolled in junior and senior high school and adult programs have not yet attained independence in reading expository materials. Teachers working with youth and adults beyond the sixth grade should be sensitive to their problems in reading and accept a responsibility to help them grow in reading performance.

5. PROVISIONS ARE MADE TO MEASURE TEACHER EFFECTIVENESS IN LITERACY.

   Teachers and administrators can use an evaluative instrument which identifies and describes teaching behaviors in literacy. Information gained from an inventory of teacher effectiveness could then be used to help design an inservice education program to meet the needs that are underscored.

   A study edited by the National Conference on Research in English entitled Teacher Effectiveness in Elementary Language Arts: A Progress Report contains one such instrument, the "Criteria of Excellence in Teaching the Language Arts." This publication can be ordered from the ERIC Clearinghouse on Reading and Communication Skills.

Right to Read
and the Community

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Assembling

Enthusiasm that extends confidence in others wins wholehearted support. One can draw people together by one's implementing one's support of their objectives. Identification of, is recognition of alienation. Identification with, is the recognition of relationship. The discovery of relationship instigates enthusiasm.

SECTION B

RIGHT TO READ AND THE COMMUNITY

THE CONCEPT OF COMMUNITY EDUCATION

In today's complex and specialized society the approach to problem solving can be quite fragmented. Individual groups, agencies, and institutions often work independently and in isolation to solve problems which might concern others in the community as well. Problem solving might be facilitated by providing a mechanism through which isolated individuals, groups, agencies and institutions could share human, physical, and financial resources. Although communities vary greatly, all have human and physical resources that can be identified and mobilized for problem solving.

The community education philosophy advocates the creation of such a mechanism. It encourages the development of a coordinated and comprehensive delivery system to provide educational, recreational, social and cultural services for all the people in a community. As such, it is a dynamic approach to community problem solving. Ideally, community education is totally responsive to expressed community needs. The needs of the community and of individuals within the community provide the foundation from which community education programs emerge. Community education is not static, but flexible and fluid, in response to changing community attitudes and needs.

How are the public school system and community education related? Community education is not a separate component of a public educational system, but the philosophical base from which the entire system operates. It is an intertwining thread which influences and enhances all activities undertaken by the education system.

It is a perspective from which needs are identified and solutions formulated. An educational institution which adopts a community education philosophy recognizes the relatedness of all problems within a community, whether they are social, recreational or educational. The institution exercises a great leadership role in the planning and implementation of programs to help solve those problems.

To facilitate the adoption of a community education philosophy, Boards of Education, other governing bodies and administrative staffs can:

1. Develop organizational and staffing plans at all appropriate levels to move community education from the periphery into the heart of the education system;
2. Function cooperatively with other agency, institutional, private business and government leaders so that education and community life are interwoven;
3. Establish school, district, and state community education councils to enhance communication, provide advisory services and participate in decisions appropriate to their defined responsibilities;
4. Utilize existing educational facilities and/or other public facilities as community centers to increase educational and social services and avoid costly duplication;
5. Develop and implement evaluation standards to assure that the fundamental goals and objectives of their community education program are being achieved.

Boards of Education should realize that community education is not just a new program or series of programs attached to the existing "schoolhouse" notion of education. It is fundamentally and essentially a process that is developed through community involvement and interagency cooperation. It is people working together over a period of weeks or months to identify community problems and design ways to alleviate those problems.

The community education process can lead to programs in a variety of areas, including recreation for children and adults, health services or expanded school curriculum. The genius of the concept lies in the involvement of citizens, school administration and faculty, students and other community groups in the mobilization of all resources to satisfy the educational, social, cultural, health, recreational and leisure wants and needs of members of that community.

The development of community education necessarily implies educational change. Two key factors should be considered if educational changes within a community are to be effective. First, the community should view positively those who seek educational change; second, the community should be convinced that the proposed changes will fulfill a vital need and will not disturb traditional beliefs and values.

The following factors can help bring about changes in support of community education:

1. Utilization of all available community resources to meet the community's needs.

2. Formation of a partnership between the community and the educational institutions.

3. Development of a good communication system between the community and the educational institutions.

4. Involvement of people from all walks of life in policy making.

5. Realization of the interdependence among people in the community.

THE NEED FOR COMMUNITY INVOLVEMENT IN EDUCATION

It is the public's attitude toward school that determines the level of moral and financial support a school program receives.

Breaking Barriers to Work Together

In schools across Illinois, educators are working to remove invisible barriers which in the past discouraged community involvement in the day-to-day life of the schools. Parents who knew school visits only as times to receive bad news are now entering school life as welcomed helpers. Many are learning, perhaps for the first time, how much is involved in teaching children to read. Other parents are happily putting to use a long-time interest in the schools as they perform valid, important volunteer duties.

It is time for schools and communities to develop a more healthy relationship. What is needed is a symbiosis in which schools and community live together for mutual benefit, motivated by common goals and sustained by common concerns. To be successful, such a symbiotic relatioship must involve sharing problems, responsibilities and resources.

The schools belong to the community. They may not improve or expand services unless the citizens of the community become actively involved as planners, organizers, attenders, workers and partners. Education is a responsibility that should be shared among schools, teachers, students and parents and the community. Each has a right to participate in many phases of the educational process.

The school's responsibility goes beyond its pupils to the parents and the community. Its clientele is not composed solely of its student enrollment; rather, schools should seek ways to coordinate educational programs in the community.

Knowledge of the school community and familiarity with the backgrounds of students is not a marginal aspect of a teacher's and administrator's job. A student brings to school a background that has shaped his/her character and personality. While the school and its staff influence the student's life, the community and home environments also have a great impact. The principal and staff should be aware of as many of these factors as possible in order to individualize instruction or improve a student's chances for success in school.

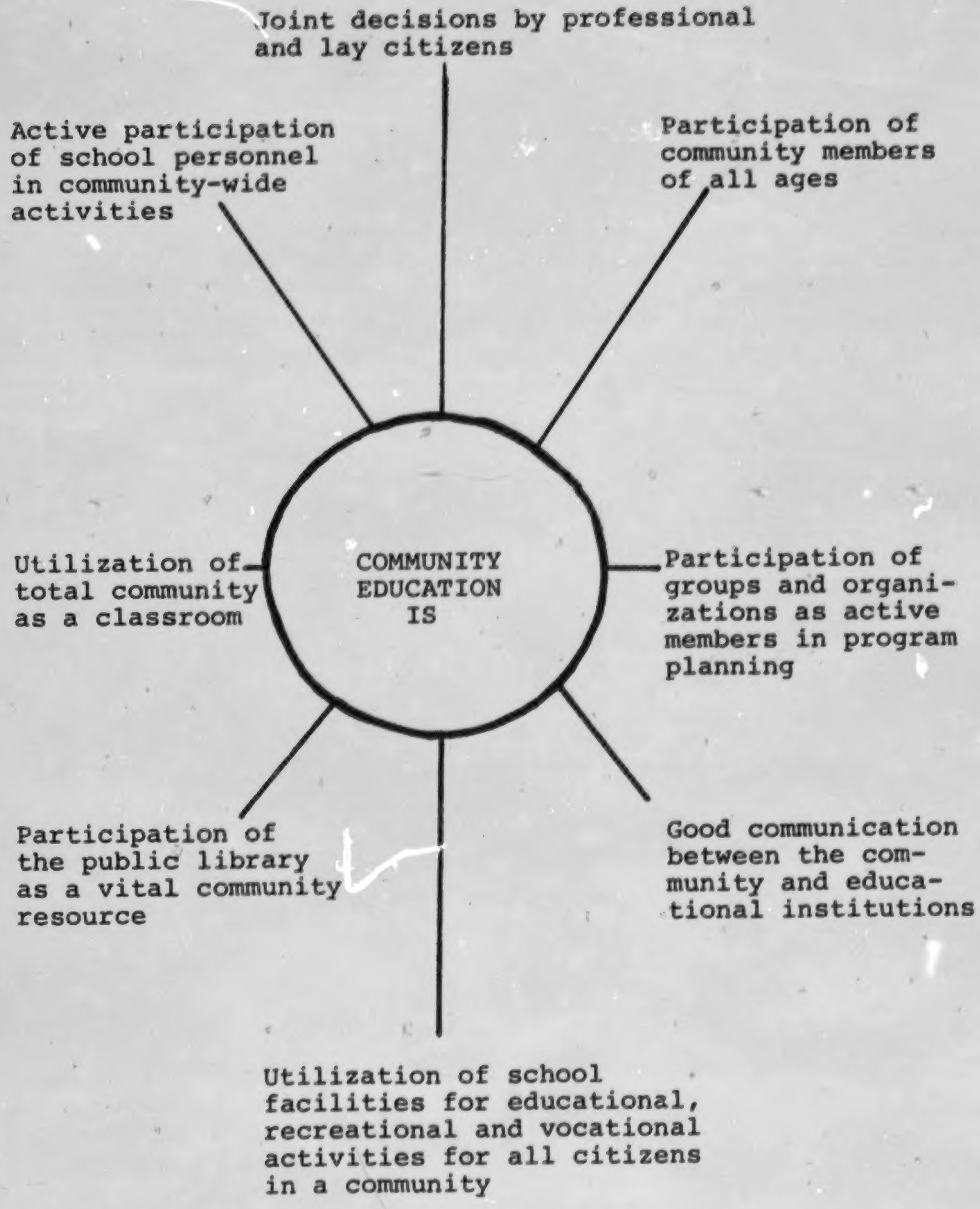
In addition, uninformed or non-existent relations between schools and communities often have unfortunate results. Reasonable budgets are turned down by irate voters, there is lack of public confidence in educational programs and innovations and the public feels uncertain about the educational programs provided by the schools.

If school is going to be of maximum benefit to its students, it should develop close working relationships between the school and the parents. Such relationships can be built upon an open system of communication. This requires mutual trust, confidence, acceptance and respect.

Parents must be directly involved with the schools in the ongoing educational program. Involvement cannot be peripheral through PTA meetings, class trips, report cards and occasional conferences. Parents must feel welcome, needed, and accepted by school people.

The local Right to Read director or Advisory Council can take the initial steps in involving the community by identifying its real and perceived literacy needs. With that information you can then begin constructing the foundation of your local Right to Read program.

You or the Advisory Council will need to identify people who have the trust and respect of the community and who occupy formal or informal positions of leadership. Key contact people will be able to give you some information about why and where specific programs are needed. Do not keep any groups or individuals from becoming involved because they may represent a different point of view. They should be discussing their differences with you; in addition, they may well be able to provide you with good ideas on how the planning and implementation of a program can be improved.


COMMUNITY EDUCATION IS
Joint decisions by professional and lay citizens
Participation of community members of all ages
Participation of groups and organizations as active members in program planning
Good communication between the community and educational institutions
Utilization of school facilities for educational, recreational and vocational activities for all citizens in a community
Participation of the public library as a vital community resource
Utilization of total community as a classroom
Active participation of school personnel in community-wide activities

DEFINING "COMMUNITY"

As a local Right to Read director one of your first priorities will be to define the "community" in which you hope to work. You may choose to define your community as a single classroom, a school building, or an institution. You may wish to define community as a school or community college district or several districts. Perhaps you will be able to define community as an entire city or country. After determining the boundaries of your community, you can then identify those who might utilize services offered to provide the resources necessary to implement programs.

Needless to say, the consumer and supplier roles are not rigid. A group or an individual who may request a service one month may provide resources the next. Therefore, the involvement of those initially identified as potential utilizers and potential resources should be encouraged from the inception of a community literacy effort.

Listed below are some possible Right to Read communities:

- An Educational Service Region
- An elementary school district
- A single classroom
- A high school district and its feeder elementary district
- A high school district
- A bilingual center
- A combined elementary and high school district
- A Junior/Community College
- An adult reading program
- A migrant program
- A preschool
- A city or town
- A single school building and/or the people living in the area served by the school

SHARING THE RESOURCES

There are many ways that educational institutions can share their resources. A building or factory is a major resource which could be available to the community all day, every day of the year. Most schools make facilities available to community organizations on request. However, there are many other ways in which the facilities could be used throughout the year for a variety of community activities.

One way to facilitate and encourage such cooperation is to prepare a brochure which indicates the school's interest in having its resources used, lists and describes the type of facilities available, and includes a simple form which groups can complete to reserve space.

Listed below are various ways in which educational institutions can share their human resources with the community.

> Hold an "outservice" day, instead of an inservice day. On an outservice day, every staff member who is interested can be excused from the regular school inservice program to perform some volunteer service for the community.
>
> Survey all members of your staff to find out who would like to help community groups and what talents, interests, or competencies he/she possesses. Then develop a staff resources file for distribution to community organizations. This file would list all the services that school staff members are ready to provide. Information about the name, address and phone number of the staff member, the services to be offered and the hours when he/she is available should be included in the file.
>
> Develop a community organization contact file. Give the faculty a complete list of organizations in the community and select volunteers to act as liaisons between the school and each organization. Quite often you will find that teachers are members of these organizations or have family or friends who are members.

Provide teachers and administrators with released time to work with a community organization. While it is important to keep such work within reasonable limits, there should not be great difficulty in occasionally covering a class for a teacher who wants to start a tutoring program in a community center or present a luncheon program for a service club.

A survey could be made of the community resources that would be useful for the entire school. The inventory should be as comprehensive as possible, and include these categories:

Organizations: professional, civic, athletic, religious, service, commercial, political, ethnic.

Buildings: museums, libraries, office buildings, retail stores, shopping centers, homes, city and township government offices, arts and crafts studios, factories, auditoriums.

Athletic and Recreational Facilities: pools, bowling alleys, skating rinks, playing fields.

People: artists, craftsmen, professional people, businessmen.

SEEKING COMMUNITY SUPPORT FOR RIGHT TO READ: GROUPS AND KEY PEOPLE TO CONTACT

There are many groups in every community that can help with a local Right to Read effort. The list below is by no means complete. Rather, it is included here to help you begin to think of all the people and organizations whom you might want to contact for all types of assistance.

GROUP	KEY PEOPLE
District Administration	Board of Education Superintendent Assistant Superintendent Principals Curriculum Directors
Building Staff	Principal Department Chairpersons Officers of teachers' organizations
Parents	Officers of Parent-Teacher organizations Opinion leaders Members of education-affiliated Advisory Councils or Committees
Senior Citizens	Officers in RSVP Managers of nursing homes Officers in senior citizen's clubs
Students	Officers of student councils Student members serving on Advisory Councils Officers of student clubs

GROUP	KEY PEOPLE
Civic Groups Kiwanis Elks Rotary Lions Junior League Eastern Star Exchange Club AAUW	Officers, President, Secretary, Publicity Chairperson
Service Groups YWCA YMCA Fire Departments Salvation Army Goodwill Red Cross Public Library NAACP	Organization directors Board officers, President, Secretary-Treasurer
Bankers/Banks	Board and officers
Human Relation Groups	Officers
Community Industries	Board and officers, chairperson, secretary, treasurer, directors of industry, managers, foremen
Churches	Pastors Officers on lay boards
Local community colleges, colleges and universities	Deans of Community Service Departments Staffs of reading/communications labs or clinics Heads of community education, adult education early childhood development programs

SECTION B - Table 1

Identification of Present Community Involvement in Literacy Efforts

This table will help determine the extent to which your community is presently involved in literacy efforts.

Directions:

1. Check "yes" or "no" for each question.
2. List evidence to support your answers.

	Yes	No	List of Examples
1. Do any educational committes or councils exist in your community? List educational committees you have identified.			
2. Are various organizations or population segments respresented in those committees? List groups represented on each committee.			
3. Do lay citizens from your community serve as volunteers in the educational institutions? List which institutions use community volunteers.			

	Yes	No	List of Examples
4. Do lay citizens from your community serve as special resource people in the educational institutions? List which educational institutions use lay citizens as special resource people.			
5. Are lay citizens involved in curriculum planning in the schools? List the ways citizens contribute to curriculum development.			
6. Are school-sponsored activities which are available to the total community well attended? List some representative activities.			
7. Is there a summer educational program in your community? List which institution(s) offer summer programs for youth and/or adults.			
8. Are the schools utilized for community recreational purposes? List the recreational activities held in school buildings or on school grounds.			
9. Is there an adult literacy program in your community? List formal and informal adult literacy programs.			

	Yes	No	List of Examples
10. Is there a public library or school library available for general community use? List libraries open to the public.			
11. Are there special services (evening hours, meeting rooms, story hours, etc.) offered by any of these libraries to encourage patronage? List these special services.			
12. Are there vocational programs for adults in your community? List the vocational programs serving adults.			
13. Do any industries offer educational programs in literacy for their employees? List any such programs.			
14. Does the community college serving your area have literacy programs for people in your community? List these programs.			
15. Is there an educational program for teenage dropouts in your community? List the program(s) offered for dropouts.			
16. Are there preschool programs in your community? List existing public and private preschool programs.			

	Yes	No	List of Examples
17. Is there a Head Start or similar preschool program in your community? List the program(s).			
18. Do school faculty and administrators participate actively in the community? List the ways in which school personnel contribute to community programs.			

SECTION B - Table 2

Community Participation: Physical, Material, Human Resources

Directions:

1. Define the Right to Read "community."
2. List individuals and groups who may provide resources.
3. Identify the kind of resource(s) provided.
4. List contact person and his/her address and phone number.

Group/Individual	Resource	Name of person to contact	Address	Telephone

SECTION B - Table 2

SAMPLE

Community Participation: Physical, Material, Human Resources

Directions:

1. Define the Right to Read "community."
2. List individuals and groups who may provide resources.
3. Identify the kind of resource(s) provided.
4. List contact person and his/her address and phone number.

Group/Individual	Resource	Name of person to contact	Address	Telephone
1. Senior Citizens	Human - Volunteer tutors			
2. Local printer	Material - Paper and printing services			
3. Local manufacturing company	Financial - Money for Advisory Council budget			
4. Students	Human - Volunteers for community surveys			

STATE AND FEDERAL FINANCIAL RESOURCES

People working on local Right to Read efforts should be aware of special grant progams sponsored by the state or federal government that could bring financial resources to help the program. State and federal monies appropriated for local education agencies often seem just beyond the reach of educators. Writing proposals for special grants can appear too confusing and time-consuming to be rewarding. Regulations, guidelines, deadlines and competition keep many local education agencies from applying.

The following suggestions for writing proposals were designed to help local Right to Read directors, Advisory Council members, faculty and administrators who may not have had experience writing proposals. While this outline is not all-encompassing, it can be easily adapted to fit your specific needs.

PREPARING A PROPOSAL

Do Your Homework--Know the Legislation

If the legislation has already been enacted into law or even if it is in the proposal stage, obtain copies of the Act or Bill from your Congressman or State Education Agency and study them carefully. For advice and counsel, be sure to contact the nearest local or state representative with whom you will be dealing. He/she can tell you what format is required and can also provide you with required program guidelines if they are available.

Share the Load

It is imperative that a committee be formed that consists of those persons who will be served or their representatives. Although one person should be responsible for coordinating the task, proposal planning and development is not a one-person operation. The people involved in the implementation of the program should be consulted. The use of knowledgeable manpower, expertise, materials, and equipment reveals a local commitment and increases the likelihood that the program will continue after the federal funding ends.

Secure Information

Review the research and literature pertaining to the problem about which you are concerned. Copies of laws and amendments that apply to your problem are helpful. Federal regulations and federal and state guidelines will provide information about application procedures, eligibility standards, deadlines, and funding limitations. Familiarize the staff participants with the problem and related terminology.

Conduct a Needs Assessment

Analyze the problems which beset your community, especially those that relate to the proposed Act or Bill. What is perceived by the community, administrators, and teachers as a problem may be quite different than that determined from data collected through a needs assessment study.

A systematic needs assessment delineates the difference between "what is" and "what should be." The discrepancy is the "need." This allows for the identification of priorities among a range of potential needs and provides a justification for focusing attention on some needs and not on others. Information may be found in school attendance reports, discipline reports, test scores, teacher reports, student comments, and from scientifically developed instruments which may be purchased and administered by local education agencies.

Write a Proposal Describing Your Plan

While the specific format will vary, depending on the requirements of the various funding agencies, the following general sections should be included in any proposal you prepare:

Introduction. Your introduction should be brief but comprehensive. It should describe the community problem you plan to tackle, the lack or inadequacy of present resources and how the proposed program would help local citizens achieve economic and educational advancement.

Objectives. List the objectives which the contemplated program is designed to achieve. Make them very specific, and classify them by groups. Do not be afraid to say the obvious. For example, the objectives of a Literacy Program for Vocational Training could be:

> For Participants: Boosting the reading and communication skills of the population to be served.
>
> For the School: Increasing the interest of parents in school activities and the education of their children.
>
> For the Community: Increasing the number of literate, well-trained people for the job market.

Program Description. Describe in narrative form the nature of the program, funds for which application is being made and the local agency or agencies which you will involve in carrying out the program.

Geographic Area Served. Include a description of the area to be served, the number of individuals who would benefit by the program, and the means by which the geographic area and eligibility factors were determined: census data, community surveys, standardized test scores and similar sources.

Program Design. Include such items as when the program would begin; a comprehensive description of the target group; demonstration procedures (control groups, evaluation plans, etc.) if the program is to be experimental in nature; inservice education for instructors and administrators; community or multi-agency participation; compensation to participants (if permitted by the program); and relationship to the community's total education program.

Program of Instruction. Focus on the course-of-study outline, including a short introduction describing the general areas which will be covered and the premise on which the program has been based. Also include units of instruction and levels of instruction, if they seem appropriate.

Administration and Personnel. Describe administrative and other personnel requirements and, if possible, include an organization chart. Prepare a short statement of duties for each different personnel classification for which you seek funds.

Budget Request. Details of this section will vary, depending on local budgetary practices and on the requirements of the funding agency. However, the following general categories should be considered.

- Salaries - teachers, administrative personnel, clerical and other non-credentialed personnel costs, other support personnel (consultants, etc.)
- Equipment
- Transportation and travel expenses
- Instructional materials and textbooks
- Capital outlay (construction of facilities) where permitted
- Operation and maintenance costs
- Fringe benefits and fixed charges

It is important that you arrive at a per-pupil and/or a per-class cost for your program.

Refine and Test Your Proposal

Revise, refine, and develop your project proposal. Check it with key people in the sponsoring agency and with the Right to Read Advisory Council. Test it against any existing local, state, or national plans to be sure that duplication of effort is held to a minimum.

Submit a Neat, Attractive Proposal

Have the required number of copies typed and duplicated. Do not submit a proposal with erasures or corrections. A neat-looking brochure cover or notebook cover will help your proposal's chance of acceptance. Or, if you prefer, print a simple cover and bind your proposal with a plastic binding.

Do not overwrite. Provide enough material to cover your program adequately, but avoid needless details that will make your proposal long and laborious to read.

Submit Your Proposal

When your proposal is complete, neatly printed, covered and ready to go, send it to the address listed in the funding guidelines. The proposal must arrive on or before the due date.

REMEMBER: A project proposal must be a cooperative enterprise. The key is involvement of interested helpers and advisors. There are no specifics or absolutes in preparing a project proposal. The most important advice is to have a plan and follow it.

SOURCES OF FURTHER INFORMATION

American Education: The July issue of this periodical, published by the U.S. Office of Education, provides a guide listing all of the current Office of Education administered programs. The guide describes the type of assistance, authorizing legislation, purpose, appropriations, who may apply and where to apply for each. A single copy of the "Guide to Office of Education Administered Programs" may be obtained free from American Education, P. O. Box 500, Bryans, Maryland 20616. Multiple copies may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 at 30 cents each (25 percent discount on orders over 100). When ordering please specify 017-080-0140-6.

Catalog of Federal Domestic Assistance (CFDA): Federal publication containing a government-wide listing of federal grant-in-aid programs. The CFDA contains a segregated listing of education assistance by federal department and is published annually by the Office of Management and Budget (OMB).

Code of Federal Regulations (CFR): The regulations published in the Federal Register, if permanent and not revoked, are incorporated into the annual publication of the Code of Federal Regulations. The CFR contains information designed to implement, interpret, and describe procedures and practice.

Federal Register: A publication printed by the federal government which contains rules and regulations, notices of deadlines for grant applications, and information about the submission of proposals. It is printed daily.

United States Code (USC): Codifies legislation passed by Congress and signed by the President. Public laws are cited as: P.L. 92-318 -- the "92" referring to the Congress, and the "318" referring to the number of the law.

METHODS OF INVOLVING THE COMMUNITY IN LITERACY EFFORTS

I. Personal Contact

There are many methods of involving members of a community in literacy efforts. Your first contact with people will probably be your most important. Although many educational organizations have had success by using written communications, personal contact is a most effective means of sharing ideas or information. There is no substitute for getting to know people who can help in your Right to Read efforts.

By meeting people personally you will be able to find out what citizens are thinking and who controls the action in the community. You need to know the strong and the weak points of your community. Make sure the people you talk to understand your role as a Right to Read director and how Right to Read can benefit the community. You can have personal contact with people by giving speeches at group meetings, visiting educational institutions that might help in a literacy effort and participating in community events. Try to involve all of the key people in your community. Involvement might include simply asking a knowledgeable individual for advice and guidance.

Take advantage of every available opportunity to distribute Right to Read literature, participate in an exhibit or give a talk to a local group. Try to get your friends and co-workers involved in your literacy efforts.

Be sure you have done your homework. In your conversations with people, you will be expected to answer many questions about Right to Read. If you are asked a question which you cannot answer, offer to research the question and call that person later with the answer.

Personally follow through on as many of your activities as possible. Very often this personal touch can make the difference in whether or not you gain cooperation. Be sure to thank individuals and groups for giving you their time. A note of appreciation to people who contribute their services is always a good idea.

You can probably think of many other methods of involving people. Whatever works best for you and your community should be pursued.

II. Local Right to Read Advisory Council and Task Forces

After you have made initial contact with the people in your community, you will become involved in activities which require a more formal structure. Establishing an Advisory Council will provide you with a systematic way in which activities can be planned and implemented.

You may find that it is not possible for the Advisory Council members to accomplish all of the Right to Read objectives themselves. If this happens, Task Forces of the Advisory Council can be established. A Task Force is a working committee organized on a temporary basis for the purpose of accomplishing a specific task or tasks. A Task Force is usually disbanded when its purposes have been accomplished. Many community members will become involved in Right to Read through the activities of the Advisory Council and its working Task Forces.

For more detailed information about organizing and working with community Advisory Councils, please refer to Section C of the Manual.

III. Community Literacy Needs and Resources Assessment

If you decide to conduct a survey, you may need many people to help plan, structure and distribute the survey. The data collected will then have to be tabulated and analyzed. The Advisory Council, school staff, community groups and industry can contribute to this activity. Do not overlook students as a possible resource to tap when surveying community needs and resources. For further information on assessment and planning strategies, please refer to Section E of the Manual.

IV. Literacy Program Implementation

When the assessment of community needs and resources is complete, your Advisory Council will make recommendations for planning and implementing literacy programs to meet uncovered needs using existing resources. Additional community members will then become involved both as resource personnel and as people benefiting from new or expanded literacy services.

COMMUNITY INVOLVEMENT ACTIVITIES

Listed below are examples of activities which have been used in the past to aid community education efforts. These examples are quite general in nature. Determine which might be appropriate for involving your community, or develop your own if necessary.

1. Gain support for your Right to Read effort from those making administrative decisions. In a school district, this could be the school administration and the Board of Education. You may want to schedule a time when you can be on the Board of Education agenda to introduce the concept of Right to Read.

2. With the help of knowledgeable people, formulate a Steering Committee on Literacy. You may want to have your Board of Education help make the selections. The Steering Committee could organize initial Right to Read efforts, recommending candidates for a local Right to Read Advisory Council, or it could later become the Right to Read Advisory Council.

3. Whenever necessary, hold meetings with the school administration, the Board of Education and the Right to Read Advisory Council. These meetings can be designed to report progress, share new information and make decisions concerning the development of a literacy effort.

4. Arrange to have your Advisory Council visit an existing literacy program which is similar to one that might be established in your community.

5. Try to gain broader community support by inviting the community residents to Advisory Council meetings.

6. Publicize your Right to Read efforts through newspaper, radio, television, exhibits.

7. Obtain permission for you or an Advisory Council member to visit educational programs to explain your literacy efforts to the school personnel.

8. Conduct a survey to assess the literacy-related needs and resources in your community. Use Advisory Council members and all types of volunteers in every phase of the inventory.

9. Arrange training sessions on the topics of program planning and human relations for the Advisory Council or school personnel. They in turn can work with others in the community, thereby increasing the number of people who possess these skills and awarenesses.

SECTION B - Table 3

Strategies for Involving the Community in Literacy Efforts

Directions:

1. Develop a list of strategies for involving your community in literacy efforts.
2. Fill in the rest of the Table as you complete each strategy.

Strategies for involving the community in literacy efforts	Beginning Date	Completion Date	Outcome	Comments

SECTION B - Table 3

SAMPLE

Strategies for Involving the Community in Literacy Efforts

Directions:

1. Develop a list of strategies for involving your community in literacy efforts.
2. Fill in the rest of the Table as you complete each strategy.

Strategies for involving the community in literacy efforts	Beginning Date	Completion Date	Outcome	Comments
Have a Right to Read Booth at the county fair	7/11/75	7/15/75	Offered information to 500 people.	Distributed Right to Read brochures available from the Illinois Office of Education as handouts.
Visit all of the local schools and present an overview of the Right to Read Effort.	9/30/75	10/10/75	Made contact with all administrators and faculty members	Used the Right to Read film. Invited active participation in the Right to Read Effort.

RIGHT TO READ
PRINCIPLES FOR PARENT INVOLVEMENT

1. Inform parents continuously of how their child is progressing in school. Do not wait until a youngster develops reading problems before you try to establish a working relationship with the parents.

2. Provide information for parents on how they can reinforce reading in the home.

3. Find ways to involve parents to utilize their interests, desires, and skills most effectively. Make parents feel welcome, wanted, and needed.

4. Develop a file of community resource people, identifying those who can perform specific tasks when needed.

5. Start with a small program that involves parents in real tasks. Plan programs and activities that would interest students, teachers and parents. Provide for the evaluation of each activity.

6. Realize that parents are not apathetic. If they do not come to the school, it is probably because the school has not encouraged them.

7. Involve parents, students and teachers in the development of educational goals.

8. Open your school for public use. Schools should become centers that help families.

9. Help the school take on the character of the community it serves.

10. Ask parents to take responsibility for involving other parents by keeping them informed and seeing that their ideas receive attention.

11. Develop a telephone network, a courier network, or an information dissemination process based on residence, friendship patterns, and organizational affiliations, so that a plan for reaching parents is organized.

12. As parents become more comfortable and confident in their dealings with the school, be ready to accept constructive criticism and suggestions. The perspectives that parents can offer might well help you improve your literacy program.

PARENT INFORMATION SURVEY

*Mother's response
**Father's response

Number of children in school ____________

Grade levels of children in school _____ _____ _____ _____ _____ _____

	AGREE STRONGLY	AGREE SLIGHTLY	DISAGREE SLIGHTLY	DISAGREE STRONGLY	DO NOT KNOW	
1. Instruction to meet the needs of children according to their abilities is being practiced in my child's classroom.						*
						**
2. The use of parents as volunteer aides is valuable to my child's learning.						*
						**
3. There is general support for the schools in the community.						*
						**
4. Students do not progress to a higher level until they have made satisfactory achievements at their present level.						*
						**

	AGREE STRONGLY	AGREE SLIGHTLY	DISAGREE SLIGHTLY	DISAGREE STRONGLY	DO NOT KNOW	
5. The school is meeting needs of my child.						*
						**
6. I would attend evening and/or day information meetings if day-care service were provided at school.						*
						**
7. My child's teacher is available to talk with me when the need arises.						*
						**
8. The principal has been available for conferences to discuss the needs of my child.						*
						**
9. I feel free to register complaints and concerns with appropriate school personnel.						*
						**
10. Over the past year, I have been informed, invited, and involved to the level of my satisfaction.						*
						**

	AGREE STRONGLY	AGREE SLIGHTLY	DISAGREE SLIGHTLY	DISAGREE STRONGLY	DO NOT KNOW	
11. The schools provide adequate information to the community about their services.						*
						**
12. My child's teachers have adequately informed me of his/her progress.						*
						**
13. My child is developing a positive attitude toward school.						*
						**
14. My child is assuming more responsibility at home and at school.						*
						**
15. My child is gaining in self-confidence.						*
						**
16. My child is developing good study habits.						*
						**
17. My child likes his/her teachers.						*
						**
18. My child enjoys the school environment.						*
						**

*Mother's response
**Father's response

From which source do you receive most of your information about school?

* **		* **	
________	Newspaper	________	Television and radio
________	School newsletters	________	Personal observation
________	School functions	________	Parent/Teacher conference

Other suggestions________________________________

What changes would you like to see at school?

*____

____

**____

____

What is the best thing school has done for your child?

*____

____

**____

____

Your further comments, suggestions, and observations:

*____

____

**____

____

____
Signature (optional)

The Local Right to Read Advisory Council

比

Holding Together

If a qualified person finds he cannot perform because he is alone, he must seek helpers. But helpers must be modest and realize their function. Achievements, not fame, are important. When one cannot find helpers, nor influence a situation, the act of wisdom is to withdraw.

SECTION C

THE LOCAL RIGHT TO READ ADVISORY COUNCIL

INTRODUCTION

In a democracy the participation of informed, intelligent and diligent citizens in matters affecting them is necessary. Public educational institutions and service agencies should exemplify the democratic process by encouraging and facilitating the participation of citizens. The primary function of a school-sponsored Advisory Council is to provide a means by which citizens may participate effectively in school affairs.

The community should determine the purposes of the school, which ultimately form the basis for policy development. Policies provide the guidelines which school administrators use in decision-making. Since the public provides both financial and moral support for education, they should also participate in policy development.

There are five basic policy questions which ultimately must be answered by citizens. They focus on the who, what and how of the educational system. Citizens may provide recommendations regarding the development of educational policy, but the legal authority for policy adoption rests with the Board of Education or other governing body.

Forming an Advisory Council is an important part of establishing a local Right to Read effort. An Advisory Council is a group of individuals working together toward the accomplishment of a common goal. The general goal of a local Right to Read Advisory Council is the elimination of illiteracy in the community it serves. "Community" could be defined as a public school district, the area served by a school building, a community college district, a city or town, or simply a classroom. Whatever the community, the Advisory Council membership should be as representative of the community as possible.

A local Right to Read effort which is dynamic, growing and responsive to community needs must necessarily encourage involvement of the people it serves. In addition, participation of the community in program planning and implementation can lead to greater support of goals and objectives. People tend to stand behind those programs for which they have a voice in the decision-making process. When selecting Council membership, try to choose those individuals who have the confidence of certain community groups. They will be able to carry program ideas to many people who will listen to them.

ADVISORY COUNCIL ROLES AND FUNCTIONS

A local Right to Read Advisory Council has many functions:

1. Gathering information on the current status of literacy needs and resources in the community through an assessment or inventory process;
2. Disseminating information about the current status of community literacy needs and resources to the community and to specific institutions and agencies with special interests in literacy program development (Boards of Education, community colleges, social/welfare agencies, adult basic education centers);
3. Prioritizing literacy needs within a community;
4. Developing short- and long-range plans to meet specific community literacy needs;
5. Coordinating existing resources to meet community literacy needs;
6. If necessary and possible, initiating new programs to meet community literacy needs;
7. Asking educators to develop strategies on how they can help reach the goals established by the Council;
8. Monitoring the implementation of activities to accomplish objectives, providing continuous feedback for revision;
9. Evaluating actual outcomes against desired outcomes.
10. Coordinating the activities of its Task Force;

11. Communicating its activities to the public to gain increased support for and participation in the local Right to Read effort;

12. Maintaining an open channel of communication among the various groups, institutions, agencies, and educational systems interested in literacy program development.

LIMITATIONS

Listed below are limiting factors that should be kept in mind:

1. Do not expect all Council members to have the skills needed to complete the tasks outlined above. If the Council is truly representative of a cross-section of the community being served, an initial and ongoing inservice education program for members will be needed.

2. Avoid domination of the Council by special interest groups or by one cultural or economic group.

3. Observe federal, state and local laws.

4. Remember that the Board of Education or other governing body has ultimate decision-making authority for the educational program. Develop a process through which the Council can involve the Board and seek their support.

5. Be aware that principals and other building-level administrators are responsible for programs in their facility. Try to include them in planning and implementation.

SELECTING ADVISORY COUNCIL MEMBERS

Members of local Right to Read Advisory Councils and its Task Forces are volunteers. They will give of their time and effort either because they feel that the requested task is helpful to someone else or because it is personally rewarding to them. A sense of accomplishment needs to be felt if people are to continue volunteering their services in support of a program.

Advisory Council membership will be determined somewhat by the definition of the community being served. Whatever the community, representation should be as cross-sectional as possible. People from different geographic locations, racial and ethnic backgrounds, ages and sexes, and with varying opinions regarding community literacy services, should be sought. Below is a short discussion of various groups that might be represented on a Council or its Task Forces.

Community organizations and agencies - It is important to have some Council members who are also actively involved in community organizations or employed by service agencies. Through their participation they can become more aware of services available from one another. Remember that members of organizations should be welcomed as individuals rather than official representatives of one group or another.

Social, racial, ethnic and religious groups - Every effort should be made to structure cross-population membership which in effect provides representation from all social, racial, ethnic and religious groups. It is awkward to treat someone as a representative of one of these population segments rather than as a concerned citizen.

Parents, nonparents, older citizens - Perhaps these members could also serve as representatives of another group. In any event, they should be included as prospective Council members.

Students - Students enrolled in secondary schools or institutions of higher and continuing education can be included on the Council. Student involvement, however, should not be restricted solely to officers of student government.

Instructional and noninstructional staff - Valuable contributions can be made by teachers, administrators and the supportive staff of an educational institution. Those with special skills and insights to offer the Council might be invited to participate.

Because each community is unique, the selection process must be carefully considered in order to obtain broad representation and, most important, the approval and sanction of those whom the Council will be advising. Two possible means of selecting and obtaining approval of Advisory Council members are given on the following planning sheets. The first method involves a committee to select prospective Advisory Council members. The second can be completed by the local Right to Read director.

Selecting Advisory Council Members - Method 1

Directions:

1. Choose a group of five to seven people to serve as a selection committee who will canvass the community for prospective Advisory Council members. Parents, school personnel, business leaders and senior citizens could serve on the selection committee. People from all walks of life should be considered for the Advisory Council.

2. Complete the table below to plan each step.

Activity	Beginning Date	Completion Date	Person Responsible	Outcome	Comments

Selecting Advisory Council Members - Method 1

Directions:

1. Choose a group of five to seven people to serve as a selection committee who will canvass the community for prospective Advisory Council members. Parents, school personnel, business leaders and senior citizens could serve on the selection committee. People from all walks of life should be considered for the Advisory Council.
2. Complete the table below to plan each step.

Activity	Beginning Date	Completion Date	Person Responsible	Outcome	Comments
1. Choose selection committee					
2. Write criteria for selecting members.					
3. Develop list of prospective Advisory Council members.					

Activity	Beginning Date	Completion Date	Person Responsible	Outcome	Comments
4. Present a list of prospective candidates for consideration by the governing body of the agency that the Council will advise.					
5. Contact prospective members, determine their interest and explain the purpose of the Advisory Council.					
6. Submit for final approval the names of candidates who would accept appointment to the governing body.					

Activity	Beginning Date	Completion Date	Person Responsible	Outcome	Comments
7. Notify those selected to serve on the Advisory Council. State the time, date and place for the first meeting.					

Selecting Advisory Council Members - Method 2

Directions:

1. Send a letter explaining the purpose and intent of the Advisory Council to various groups in the community. Ask each group to recommend a member or members of their organization or population to serve on the Council. State the qualifications for prospective Council members.

2. Complete the table below to plan each step.

Activity	Beginning Date	Completion Date	Person Responsible	Outcome	Comments

Selecting Advisory Council Members - Method 2

Directions:

1. Send a letter explaining the purpose and intent of the Advisory Council to various groups in the community. Ask each group to recommend a member or members of their organization or population to serve on the Council. State the qualifications for prospective Council members.

2. Complete the table below to plan each step.

Activity	Beginning Date	Completion Date	Person Responsible	Outcome	Comments
1. Send letters explaining the Advisory Council and requesting the participation of groups throughout the community. The groups should represent different interest groups and socio-economic levels. Include a list of selection criteria for membership.					

Activity	Beginning Date	Completion Date	Person Responsible	Outcome	Comments
2. Compile a list of those recommended for the Council.					
3. Submit a list of nominees for approval by the administering body of the agency that the council will advise.					
4. Contact all people who were approved as Advisory Council members. Determine their interest in the Right to Read effort. Explain the purpose of the Advisory Council. State the time, date and place of the first meeting.					

DEVELOPING ADVISORY COUNCIL BYLAWS

Writing bylaws for the Advisory Council will help insure an organizational structure from which the group can operate efficiently. Although you may choose a small committee or working Task Force to develop the bylaws, they must finally be approved by the entire Advisory Council to be effective.

The bylaws should include information pertaining to the following areas:

1. Purpose and function
2. Membership and length of service
3. Officers and term of office
4. Meetings - time, place, etc.
5. Committees and Task Forces

On the following pages you will find a copy of the Bylaws developed and adopted by the statewide Right to Read Advisory Council in Illinois. You may want to use them as a framework for developing governing rules for your local Council. Robert's Rules of Order can serve as a further reference for writing bylaws.

BYLAWS
ILLINOIS RIGHT TO READ ADVISORY COUNCIL

Article I Name of Organization

Illinois Right to Read Advisory Council

Article II Purpose

The Advisory Council will assist the Superintendent of Education to develop grass roots support for Right to Read in Illinois and will act in an advisory capacity to the Superintendent of Education in regard to community based literacy program development.

The Superintendent of Education reserves the right to act upon recommendations made by the Advisory Council as circumstances permit. The Right to Read Advisory Council has no authority to make decisions on educational policy for the State of Illinois.

Article III Members

A. Representation

Members will represent local education agency reading programs, professional associations, the state legislature, the Governor's Office, business and industry and other public and private educational, service and cultural associations. The Advisory Council will be equitably representative of women, racial and ethnic minority groups.

B. Appointment Procedures

The Superintendent of Education will invite representation from groups listed in Article III, Part A as well as members at large to serve on the Advisory Council.

The President of the designated organizations will nominate three representatives to the Advisory Council. The Superintendent of Education will appoint one of the representatives to serve on the Council. Individual recommendations will be forwarded to the Superintendent of Education for his consideration to appointment on the Right to Read Advisory Council.

C. Voting Procedures

1) Advisory Council members who have been appointed by the Superintendent of Education will constitute the voting body of this organization. Proxy representatives will not be allowed a vote.

2) A 2/3 vote of the voting body will be required on all issues brought to the Advisory Council regarding procedural matters.

3) On all matters which result in recommendation to the Superintendent of Education, endorsement must be received by the delegate from the organization which he or she represents or from the organization represented. On such matters a 2/3 majority of Advisory Council members is required.

D. Length of Service

Each member of the Advisory Council will be appointed to serve one year, from July 1 of one year until June 30 the next year. Members may be reappointed to serve additional terms.

E. Resignations

An Advisory Council member may terminate his or her tenure at any time by writing to the Superintendent of Education. He or she will be replaced by one of the two other people nominated to represent the organization. Appointment Procedures are outlined in Part III - B.

Article IV Governance

A. Officers

A Chairperson and a Secretary-Parliamentarian will serve as officers of the Advisory Council.

B. Election Procedures

Officers will be nominated and elected by the Advisory Council and the approval for both will be by simple majority vote of the Council members present at the first meeting of each Fiscal Year.

C. Length of Term

Officers will serve a one-year term from July 1 of one year until June 30 the next year.

Article V Meetings

A. Regular Meetings

The Advisory Council will have scheduled meetings four times a year.

The agenda for each meeting will be determined by the Chairperson of the Advisory Council. Anyone wishing to be placed on the agenda of a Council meeting must complete a "Request to Appear Before the Right to Read Advisory Council" form.

B. Special Meetings

Special meetings will be called at the discretion of the Chairperson of the Advisory Council in the event that there is urgent business which cannot be deferred until the next scheduled meeting.

Article VI Committees

Committees can be formed at the discretion of the Chairperson of the Advisory Council.

Article VII Task Forces

A. Purpose

Task Forces will be organized to study and make recommendations to the Advisory Council about pressing problems that exist in Illinois in the area of literacy.

B. Structure

The Chairperson of each Task Force will serve as a member of the Advisory Council, reporting progress and Task Force recommendations to the Council.

C. Formation of Task Forces

The Right to Read Advisory Council may recommend to the Superintendent of Education that additional Task Forces be established as deemed necessary.

D. Termination of Task Forces

At the time the Task Force has achieved its objective and a final report has been given to the Advisory Council, the Task Force may be disbanded.

Article VIII Parliamentary Authority at Official Council Meetings

Robert's Rules of Order Revised shall govern this Council in all cases in which they are applicable and consistent with these bylaws.

A. Order of Business

1) Reading of minutes from previous meeting and their approval
2) Reports of Task Forces
3) Reports of Committees
4) Special Orders
5) Unfinished Business and General Orders
6) New Business

B. Voting Procedures

1) Elections - see Article IV - B

Article IX Method of Amending the Bylaws

Constitutions, bylaws and rules of order that have been adopted and contain no rule for their amendment, may be amended at any regular business meeting by a vote of the majority of the entire membership; or if the amendment was submitted in writing at the previous regular business meeting then they may be amended by a 2/3 vote of those voting.

January, 1975

SELECTING ADVISORY COUNCIL OFFICERS

At the first meeting you may wish to appoint temporary officers and wait until a later date before electing permanent officers. This will give the Council members a chance to become better acquainted before they select their officers.

The offices you might consider establishing are chairperson, vice-chairperson and secretary. You may wish to select a publicity chairperson at the first meeting, too. Additional offices may be advisable depending on the needs and function of the Council.

After the Council is organized and officers are elected, a membership list with home and office addresses and telephone numbers should be developed. This will save time in communicating about upcoming meetings or emergency decisions and issues. The names of other people with whom the Council is frequently in contact could also be included.

ORGANIZING TASK FORCES

After the Advisory Council officers have been elected, the Council should establish its priorities. Perhaps it will choose to survey preschool through adult literacy needs and resources and complete long-range planning procedures. Maybe it would rather establish a pilot literacy project.

When priorities have been determined, it is up to the Council to decide if the members themselves can and will do the work necessary to complete the objectives. If it is decided that assistance will be needed, Task Forces can be organized to accomplish a specific objective or objectives. Task Forces are working committees established on a temporary basis for the accomplishment of a specific task or tasks. A Task Force can be made up solely of Advisory Council members, or it can have other volunteers working on it. However it is organized, there should be at least one person who represents the Task Force on the Advisory Council to provide a communication link between the two.

RESTRUCTURING OR DISBANDING THE ADVISORY COUNCIL

In some instances Advisory Councils may become inactive and necessitate restructuring or disbanding. Councils can fail because of:

1. Communication problems
2. Lack of leadership
3. Having to serve as a "rubber stamp" of the administration in instances where they do not have enough autonomy
4. Poor attendance at meetings
5. Lack of agreement on activities.

If this occurs but the Council is still needed, revitalization is imperative. Find out why the Council became inactive by talking to the various members. It may be necessary to replace some Council members. Remember that it is difficult to take a group of people who have not functioned well together and suddenly get them interested in working again. Here are some strategies that may be followed:

1. Phase out some members who have not shown interest. Be sure to be tactful if this is necessary.
2. Identify new population segments or groups that need to be represented on the Council.
3. Restructure the Council. Set up new Task Forces and abolish ones that have completed their task or have simply not functioned.
4. Remember all the weaknesses of the first Council and try not to repeat them.
5. Establish open communication among Council members.
6. Open up communication between the Council and the administration or governing body it is advising.
7. Make every meeting interesting and meaningful. Schedule a resource person for each meeting to give a short presentation. A Council member could be a resource person, too.
8. Be sure the members have a feeling of accomplishment at the end of each meeting.

If it becomes necessary to disband or restructure the Council, you will need to plan your activities. Write the steps you will follow in this endeavor. A sample objective might read: "By September 1, the Advisory Council members will be well acquainted and working as a group." Activities to accomplish this objective might be:

a. Have the first meeting be a dinner meeting.
b. Hold two subsequent meetings in a home of a member or in another informal setting.
c. Plan a short get-acquainted activity at the beginning of the first few meetings.
d. Be sure that each Advisory Council member has a chance to make a contribution at every meeting.

CHECKLIST
FOR AN EFFECTIVE
LOCAL RIGHT TO READ ADVISORY COUNCIL

____Assure prospective members from the beginning that they will be involved in an activity which is going to make a worthwhile contribution to educational opportunities in literacy.

____Send an official letter of appointment to each member signed by the top administrator, if possible. Include in the letter the kinds of commitment--advice, assistance, cooperation, money and time--that are expected of Council members.

____Provide members, initially and on a continuing basis, with information about local, state and national trends in literacy and educational developments. This can be done through written reports, survey results, attendance at conferences and invitations for Council members to attend special school functions or meetings.

____Clarify regulations which must be observed if a Council member decides to visit an educational facility during the day. Be sure to make him/her feel welcome as a friend and interested citizen.

____Help members see that there is some linkage between their activities and what other local Right to Read Advisory Councils are doing throughout Illinois. Explain the relationships between and among Right to Read programs at the local, state and national levels. Perhaps you could identify other local Advisory Councils who are involved in similar programs and share ideas with them.

____Plan ahead for each meeting. Give members at least two weeks' notice of the meeting date and time. Send them an agenda, along with background information about problems to be discussed and their possible solutions.

____Have the meetings conducted informally yet in a businesslike manner. Keep the meeting within reasonable time limits by holding discussions on target. As soon after each meeting as possible, let the members know the results of their advice and services.

____Offer some concrete forms of recognition as an expression of appreciation for the volunteered services and contributions of each member. You could award certificates of recognition, hold an appreciation dinner or include the names of Council members in catalogs or reports.

ANNOTATED BIBLIOGRAPHY
ADVISORY COUNCILS

Brown, George L., Gerald E., et al, Toward More Effective Involvement of the Community in the School: An Occasional Paper. Institute for Development of Educational Activities, 1972, p. 24.

This document contains the result of a national seminar sponsored by the Institute for Development of Educational Activities, Inc. Participants in the seminar represented diverse interests and varied geographical locations. Representatives included senators, superintendents of schools, college professors, corporation executives, high school and junior high school personnel and school volunteer program personnel.

The United Nations defines community development as "...the process by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social, and cultural conditions of the communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to the national progress." The above definition sets the stage for the rest of the contents of the publication. The topics discussed in the publication are as follows: 1) From Griping About to Grappling With Citizen Involvement, 2) Involvement of Community in the Public Schools: Where is it Today? 3) Thwarting Citizen Involvement 4) Parental Involvement 5) Talent Potential at the Local Level 6) Non-Threatening Intervention via School Volunteers 7) Businessmen and Industrialists in Education - The Friendly Giant 8) Producing Better Bakers and Candlestick Makers 9) Getting to Cause by Treating Symptoms 10) Taking Lessons from an Underdeveloped Country and a Few Government Programs 11) Summary of Recommendations.

Burt, Samuel M. Volunteer Industry Involvement in Public Education, Heath Lexington Books, Lexington, Massachusetts, 1970, pp. 203.

Industry's desire to assist in public education is motivated by several reasons. Foremost among them is industry's concern for an assured continuing supply of well educated and properly trained manpower. Burt cites arrangements where there are exchanges of personnel between schools and industry. These arrangements facilitate articulation between the educational system and industries.

Burt believes the school administration should initiate industry-education cooperation. The author points out that industry is willing to volunteer its financial and personnel resources as the ally of educators in improving, enriching and expanding public education to better serve the best interests of the nation.

Deshler, Betty and John L. Erlich. "Citizens' Involvement; Evolution in the Revolution," Kappan, November, 1972.

These two authors review the historical role of citizens' participation in decisions regarding education. They suggest that historically educational institutions relied heavily on the recommendations of local citizens. Recently there has been tremendous expansion in educational systems and the complexities of decision making. Consequently, decisions are now largely made by professionals. With increasing professionalization of American education, institutions are becoming unresponsive to the needs and aspirations of various communities within their systems. This has resulted in citizen demands for involvement in both decisions about education and the education process. Deshler and Erlich suggest that educators and citizens cooperate to develop viable edcuational programs.

Fusco, Gene C. Improving Your School-Community Relations Program. Prentice-Hall, Inc., New York, 1967.

Working with organized groups can be an effective way of improving school-community relations. Two types of groups are discussed here: parent-teacher groups and citizens committees for better schools. The author indicates that school staff members must have knowledge about and participate in community life in order to make effective use of citizens advisory groups. The school administrator must bear responsibility for strengthening and supporting his/her staff to develop certain professional abilities that are essential in working with citizens advisory groups. Twenty professional abilities are listed.

Areas in which citizens committees have made great contributions are fact-finding, policy and program development and public support development. Specific problems in which citizens advisory groups are involved include 1) school system staff personnel; 2) school system organization; 3) pupil personnel; 4) educational programs; 5) auxiliary services; 6) school finance; and 7) school buildings. The publication has a checklist for recognizing committees with a high probability of effectiveness.

Hofstrand, Richard L., and Lloyd J. Phipps. Advisory Councils in Education--A Handbook. Rurban Education Development Laboratory, University of Illinois, 357 Education, Urbana, 1971.

This 48-page publication gives a comprehensive but concise description of the initiation, establishment, organization and functions of school-sponsored citizens advisory councils and committees. This pocket-size volume is widely used in working with citizens advisory councils both in Illinois and other states. The publication contains samples of charters, operational guidelines, bylaws, selection committee resolutions, and candidate information form. Copies may be obtained at 50¢ each from Rurban Education Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Hamlin, H. M., Citizens' Participation in Local Policy Making for Public Education, College of Education, University of Illinois, Urbana, 1963, pp. 34.

This 34-page publication outlines the procedure for involving local citizens in promoting quality education. Hamlin stresses the importance of proper articulation between local, state and national educational authorities in making educational policy. He indicates that although Boards of Education have legal authority for making policies regarding public education, they need assistance from citizens committees. Policies regarding education are likely to be more effective if citizens share in their development.

Jackson, Shirley A., "The Curriculum Council: New Hope, New Promise," Educational Leadership, May, 1972, pp. 690-4.

Jackson suggests that curriculum councils offer new hope and new promise in providing a vehicle for constituent participation which taps all available resources in developing each child to his/her fullest potential. The author indicates that an increasing number of federally funded education programs are requiring evidence of community involvement in program planning and decision making. She suggests that persons affected by curriculum decisions should have a representative voice in making those decisions. Jackson argues that curriculum councils should be equitably representative of students, teachers, superintendents and board members, curriculum specialists, college representatives, industries and businesses, parents and other citizens in the community.

The article lists the potential contributions of each category of representatives. The contributions of parents and other citizens in the community include formulating goals and purposes of the school and providing valuable feedback on their aspirations for their children. The contributions of students include reactions regarding the relevancy of content, the effectiveness of presentations, learning problems encountered, purposes and desires relating to the curriculum being considered, and students' concept of the continuity of the program being presented to them.

King, Sam W., Organization and Effective Use of Advisory Committees. Vocational Bulletin No. 288, Industrial Education Series No. 74, Office of Education (DHEW) Washington, D.C., 1965, pp. 83.

This bulletin describes in detail the establishment, organization, and utilization of advisory committees. Numerous techniques for working with advisory committees are included. The author suggests that there is a need for more extensive use of advisory committees at the local levels. The chapter titles are 1) Need for Advisory Service, 2) Types of Committees, 3) Functions of Committees, 4) Establishing the Committee, 5) Organizing the Committee, 6) First Meeting, 7) Planning a Program, 8) Conducting the Meeting, 9) Follow-Up of Meeting, and 10) Effectiveness of Committees. The appendices contain samples of an agenda, minutes of a meeting, a letter from a principal to committee members, an outline for a committee handbook, policies and regulations, and a program for an advisory committee workshop.

Phipps, Lloyd J. and Kenneth Knell. The How of Successful Citizens' Advisory Committee Operation. Rurban Educational Development Laboratory, University of Illinois, 357 Education Building, Urbana 61801, 1968, 38 pp.

This document contains the results of a pilot study conducted in Illinois to develop and test techniques and procedures in organizing and utilizing citizens' advisory committees appointed by local Board of Education. The project was initiated on two premises: 1) ultimate decisions about public education in the United States are made by the citizenry; 2) intelligent, productive citizen participation requires people who are well-informed and who understand the problems faced by schools. The project was undertaken to determine techniques and procedures that were effective in preparing citizens to make intelligent decisions about educational matters.

The publication contains a step-by-step description of the procedures utilized in the study. Topics included in the publication are a brief history of the Illinois Citizens Education Council; Objectives of the Project; Organization and Accomplishments of Committees; Analysis of Successful Projects; Successful and Unsuccessful Procedures.

Also included are a number of recommendations from citizens advisory committees regarding 1) purposes of committees; 2) selection of members; 3) basic rules of operation; 4) affiliated committees; 5) school policy; 6) public information; 7) attitudes toward school; 8) undesirable activities and 9) inservice education. The appendices include a questionnaire for the chairperson of a citizens advisory committee, guidelines for the organization and operation of local citizens advisory committees and patterns for school-sponsored citizens advisory committees. Copies may be purchased at 75¢ per copy from the Rurban Educational Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Phipps, Lloyd J. and Ronald W. Heisner. Evaluative Criteria for Citizens' Advisory Councils and Committees. Rurban Educational Development Laboratory, University of Illinois, 357 Education Building, Urbana, 1972, 32 pp.

This publication establishes criteria to evaluate the effectiveness of Advisory Councils. The instrument can be used for self-evaluation by the Council or as a guide for use by an external group. Utilizing this instrument, advisory councils may determine objectively their strengths and weaknesses in order to improve the overall impact of their activities. The tool may also be used by Boards of Education and administrators in assessing the type of leadership they provide for advisory councils.

The guide is divided into seventeen sections, each one concerned with one aspect of a citizens advisory council. Each section is supplemented by a checklist composed of specific items to evaluate. Although the evaluative guide is most applicable to school-wide advisory councils and committees, it may also be used to evaluate departmental advisory committees, vocational advisory committees or other specialized committees.

The publication provides guidelines for evaluating the following aspects of citizens advisory councils and committees: Charters; Constitution, Bylaws, and Operating Guidelines; Membership; Selection of Members;

Relationship with Board of Education; Relationship with School Administration; Relationship with School Instructional Staff; Relationship with Students; Relationship with Local Public; Meetings; Recommendations of the Committee; Morale of Members; Accomplishments and Activities of the Committee; Individual Activities and the Direction and Trust of the Committee. Copies of the publication may be purchased at 50¢ per copy from the Rurban Educational Develpment Laboratory, 357 Education Building, Urbana, Illinois 61801.

Phipps, Lloyd J., Hofstrand, Richard K., and Shipley, Edward W., Course of Study--Citizens Advisory Councils in Education. Rurban Educational Development Laboratory, University of Illinois, 357 Education Building, Urbana, Illinois 61801, 1972, 227 pp.

Appendices include discussions on Do's and Don'ts for Citizen School Groups; Guiding Principles of Effective Citizens' Committees for Public Schools; Sample Charters; Some Policy Statements; Checklist of Activities Provided by Advisory Committees. The publication is perhaps the most comprehensive course of study available on citizens advisory councils and committees. Copies may be purchased at $1.50 per copy from the Rurban Educational Development Laboratory, Department of Vocational and Technical Education, 357 Education Building, University of Illinois, Urbana 61801.

Publicity and Public Relations

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Dispersion

A wise and good person in a high place tries to make the widest possible distribution of the beneficences. Like a hungry tiger he seeks out the right people to help him fulfill his laudable gain. Such zeal is without blame.

SECTION D

PUBLICITY AND PUBLIC RELATIONS

COMMUNICATING WITH LOCAL CITIZENS

Any program such as a local Right to Read effort, which has community involvement as a major component, necessarily relies on a variety of publicity/public relations activities. Communication should be an on-going two-way process. The general public might be informed at the following stages of program development:

Selection of local Right to Read director(s) and subsequent participation in a training program

Development of a local Right to Read Advisory Council

Authorization of Right to Read activities by the Board of Education or other governing body

Assessment of needs and resources. Here the public might be asked to respond to a questionnaire, or volunteer their help in conducting the survey

Publication of the results of the assessment

Subsequent establishment of Right to Read goals and objectives

Special projects being planned and implemented

New segments of the population being served or expanded opportunities offered

Requests for volunteers to help in an educational program as tutors, aides, library clerks, "grandparents," etc.

Human interest stories about people being helped by Right to Read

Results of an evaluation of local efforts

Needless to say, if some sort of communication is initiated at most of these intervals, the community should become very much aware of the existence of Right to Read. They might then begin to ask themselves if they would like to be involved as Task Force members, volunteers or students. Because the success of Right to Read depends so much on the effective use of existing human resources, a well-planned public relations program cannot be overlooked.

COMMUNICATING WITH LOCAL EDUCATORS

Staff members in local educational institutions can serve Right to Read in many ways. They are in a strategic position to offer professional advice and services that will ultimately affect the quality of the educational programs initiated or improved through Right to Read. In addition, educators could easily feel alienated if they are not kept current with Right to Read developments; they may feel that lay citizens are imposing their standards and advice on them without requesting professional input from them. Educators form an important part of the community which should not be overlooked.

RESPONSIBILITY FOR PUBLICITY

Every local Right to Read director should be sensitive to the already existing public relations program in the institution he/she serves. There are a number of avenues which could be followed in pinpointing responsibility for public relations activities. Whichever one is selected, it should be in harmony with previously established methods of information dissemination.

Below are listed people or groups who might have the publicity responsibilities for Right to Read:

The local Right to Read director(s)
The public information staff member(s) at the institution involved in Right to Read
A designated administrator
The Chairperson of the Right to Read Advisory Council
A specially-selected Advisory Council liaison person for publicity
A Task Force of the Advisory Council
A volunteer teacher, layperson, etc.

PUBLIC RELATIONS AS TWO-WAY COMMUNICATION

You can expect many questions to be asked when the public begins to become aware of Right to Read. Some people will want to know how they can help; others will request information about reading/literacy programs to help themselves, a friend or a family member; still others will want to comment on the quality of services presently available or question the cost or justification of a local Right to Read program.

A person should be designated who will receive and respond to communication from the public. The local Right to Read director is in a good position to do this, for he/she can provide feedback on many topics, refer the person to someone else for further information or find out an answer and respond later to the person. However the feedback is handled, it is imperative that the citizen feel that his/her response was welcomed, considered and important. This helps spread "ownership" in Right to Read and provides a continuing source of new perspectives on Right to Read efforts.

METHODS OF COMMUNICATION

Listed below are some of the ways information can be disseminated to the public.

Word-of-mouth - Although this is very often the least reliable means of disseminating information, it exists everywhere. Students talk among each other and with their parents; parents talk among each other and with significant others in their daily lives; teachers talk among each other and with their family and friends; and so on. Good news and bad news, whether it is accurate or not, travels quickly by word-of-mouth.

Parent-teacher conferences - This is a traditional method by which parents visit the educational facility and discuss their children's work with the teacher. It is an effective way of communicating with those parents who do come, but by itself it is inadequate.

Parental education programs - Special sessions can be designed to help parents deal with day-to-day concerns they have in raising their children. Some program topics might include teaching pre-reading skills to preschoolers, reinforcing reading in the home, approaches used in the schools to teach and parents as reading models.

Newsletters - A Right to Read newsletter might be created, or a special reading/literacy section could be added to existing organizational or institutional publications. Newsletters reach only those people on the mailing list, and not necessarily the community at large.

Pamphlets - Brochures are inexpensive to produce, fairly easy to prepare and can be disseminated in a variety of ways. They can be sent home with students, distributed at meetings, mailed or displayed at places where the public gathers such as libraries, office waiting rooms or at county fairs.

Bulletin boards and display areas - Schools, libraries, department stores, churches and banks are just a few of the locations where Right to Read information could be exhibited. Bulletin boards and display cases do not usually require a person there to answer questions; however, if you set up a display or booth at a public function, it is a good idea to reinforce the dissemination by having at least one person there at all times to offer one-to-one contact with the people who stop to see the display.

Speeches, presentations, etc. - The local Right to Read director, Advisory Council members and other interested people can be scheduled to give speeches or offer presentations on Right to Read at professional, civic or social organizational meetings or local conferences and workshops. Followed by a question and answer period or an opportunity for informal exchange, this information dissemination method can be very effective.

Mass media - Radio, television and newspapers provide an excellent source for initiating communication with the public. The remainder of this section of the Manual will deal primarily with the mass media and how to deal with them.

NEWSPAPERS

Because of its usually wide range of readership, the local newspaper can be one of the Right to Read director's most effective sources for publicity. If the newspaper already has a regular education column or feature, reports on the local Right to Read program should be well received. It is a good policy to get to know the editors and reporters and inquire about submitting news items.

A personal visit to the newspaper office is a good way to begin. Take a list of questions to help you understand the operating procedures of that newspaper. Some questions you might ask are:

1. Whom do you contact when special events occur?
2. In what form should the article be written?
3. What are the deadlines?
4. What type of photographs are acceptable?

Keep the newspaper informed by telephone, written communication and personal contact. This will help the newspaper personnel gain confidence in you and in the accuracy and reliability of your material. Be easily accessible so that the newspaper staff can check details or request supplemental material or photographs.

In addition to the local newspaper, keep the school paper informed on the progress of the Right to Read program. Student media can be a source of support to the program.

NEWS RELEASES

Keep the article about Right to Read informative, interesting and brief. Be sure to give the important facts first. The lead paragraph should contain the who, what, when, where, why and how of the news release. Elaboration can follow where time and space permit. Try not to confuse the readers with educational jargon while avoiding the temptation to "talk down" to them.

Below are some suggestions for writing news releases:

1. Be factual and objective. Try to avoid unnecessary adjectives.
2. Keep your sentences clear and concise.
3. Avoid educational jargon whenever possible. Try to define any new terms the public would need to know.
4. Be accurate. Identify program strengths, but do not be negligent in recognizing areas where improvement is needed.
5. Give sources for all quotes and identify them precisely.
6. Remember to write in the third person, unless the tone of the publication warrants a different style.
7. Relate to the public's experiences whenever possible.
8. At the outset identify the complete names and positions of everyone who will be mentioned later in the article.
9. Keep in contact with the Right to Read Office in the Illinois Office of Education to keep your articles factual and current with other developments.
10. Encourage other staff members to contribute articles and inform them of their impact after they are printed.
11. Remain in contact with the same person on the newspaper staff to avoid confusion in format, release date, etc.

12. Find out if the newspaper requires you to follow a standard form when submitting news items. Sometimes this varies from newspaper to newspaper.

The following pages offer some sample news releases for your review.

SAMPLE NEWS RELEASE

RIGHT TO READ DIRECTOR IS NAMED

_________________________, _________________________,
(Name of R_2R director) (title)
has been designated as local Right to Read director for

________________________.
(location)

He/she will receive intensive training in those procedures necessary to develop a community literacy program which meets existing reading needs at all levels.

_________________________ states, "First it will be
(Last name of director)
necessary to organize a local Right to Read Advisory Council which will help the community evaluate its preschool, in-school and adult literacy programs and establish priorities based upon needs. Then we can begin to eliminate duplication of effort and close gaps in reading services to all citizens. Our community," continues ____________
(Last name
_____________, "will definitely benefit from participation
of director)
in the Right to Read program because it emphasizes improvement of reading programs based on needs and available resources."

SAMPLE NEWS RELEASE

CAPTION FOR ATTACHED PHOTO

NEW RIGHT TO READ DIRECTOR - _________________________,
(name of local director)
newly appointed director of the local Right to Read program at _________________________, receives congratula-
(location)
tions from _________________________, School Superintendent.
(name)
The announcement was made yesterday at the regular faculty meeting.

PHOTO OF LOCAL DIRECTOR
AND SCHOOL SUPERINTENDENT

SAMPLE NEWS RELEASE

RIGHT TO READ MEETINGS ANNOUNCED

A series of Right to Read staff meetings for the fall have been announced at the ____________________ School. The faculty will receive inservice training to help them in a number of critical areas of the local Right to Read effort.

__________________________, Right to Read director at the
(Name of R_2R director)
school, indicates that the teachers have been involved in planning these meetings, and "the staff is eagerly awaiting the initiation of the program."

The meeting dates and tentative topics to be covered include:

Date	(Sample) Topic
__________	Developing a Needs Assessment
__________	Establishing Priorities in the Reading Program
__________	Reading in the Content Areas
__________	Grouping in the Classroom

SAMPLE NEWS RELEASE

RIGHT TO READ CONSULTANT TO SPEAK TO TEACHERS AT __________ SCHOOL

Mr./Mrs./Ms. ____________________, ____________________,
(title)
will speak to the teachers and staff at the ___________
___________ School as a part of the Right to Read program
for ________.
(year)

_________________________________ will be the chief speaker
(Last name of the consultant)
at the inservice meeting on _______________. The staff will
(Date)
have the opportunity to react and respond during a question and answer period.

(Give background of the consultant here.)

SAMPLE NEWS RELEASE

RIGHT TO READ FILM TO BE VIEWED BY CHAMBER OF COMMERCE

At next week's regular meeting of the Chamber of Commerce,

________________________, Right to Read director for
(Local R_2R director)
___________________, will present the film entitled
(community)
"The Right to Read" outlining the national goals of the program.

This film, produced by the Department of Health, Education and Welfare, dramatically illustrates the reading crisis in the nation and depicts some suggested solutions. The film has meaning and impact to all members of our community, parents and concerned citizens, as well as educators.

__________________________________ will guide a question and
(Last name of the local director)
answer period following the film. He/she is currently involved in implementing the Right to Read program in

________________________.
(location)

RADIO

Radio stations can reach much of your identified audience in an immediate and effective way. Many local stations will provide the Right to Read director with a variety of opportunities for keeping the community informed of the progress of the local Right to Read effort.

Public service announcements can be used to announce meeting dates and scheduled topics or speakers. They are sponsored by stations, usually free of charge, as a means of keeping the community abreast of local or civic events. As with news releases, it is recommended that you keep public service announcements short and concise.

Some stations also have news features similar to the "Community Bulletin Board," in which regular community happenings are announced at periodically scheduled times. Advise these stations well in advance of meeting dates and other Right to Read functions.

Other regularly highlighted programs can be utilized to discuss in greater depth the progress and thrust of the local Right to Read effort. Some stations welcome and encourage interview or panel discussion formats which also lend themselves to an extensive discussion of the development of the Right to Read program. If you are including outside consultants to assist in various aspects of the Right to Read effort, use the interview or tape-replay on the radio to keep the public informed.

Becoming acquainted with staff at local radio stations can be an asset to the publicity program. Although not all local stations have the staff to cover all of the school functions you or they might desire, frequently one staff member is assigned to "community events." The use of the material that is submitted can be ensured if it is kept light, interesting, devoid of educational jargon, and limited to three or four well-written sentences. Try to design the material to be in accord with the station's time and promotional needs.

On the next two pages you will find sample radio releases.

SAMPLE RADIO RELEASE

For release: Week of October 7-11

Subject: Right to Read Inservice Meeting

Time: Approximately 15-30 seconds

ANNOUNCER: Teachers at the ____________________ (location) school today will be attending the next meeting in a series of inservice education sessions as a part of the Illinois State Right to Read program.

With schools closing after the noon hour, the ____________________ (location) school staff will be receiving training in methods to improve reading instruction in the classroom. This is the ________ (number) in a series of ________ (number) tentative meetings. The Right to Read program marches on ...

SAMPLE RADIO RELEASE

For release: Week of November 4-8

Subject: Right to Read at the PTA Meeting

Time: Aproximately 30-45 seconds

ANNOUNCER: The regular meeting of the ______________ (location) school PTA, to be held next Monday night, November 11th, will feature a presentation on the Right to Read program. ______________ (Local R_2R director) will highlight Right to Read goals and special activities. As local Right to Read director, he/she will be working closely with community members to improve reading opportunity for all.

At the 8 p.m. meeting next Monday night -- that's November 11th -- parents will be able to ask questions concerning the ____________ (location) Right to Read program. Refreshments will be served.

TELEVISION

Consider local television as a very effective means to communicate Right to Read activities and developments to the public. Local commercial television stations, like radio stations, frequently broadcast short notices about local activities and school events. If informed of the purposes and objectives of Right to Read, local television stations may suggest a format well-suited to sharing with their audiences information about local efforts and activities.

The guidelines for television news releases follow closely those designed for radio. "Community Bulletin Board" announcements and "fillers" around the local station breaks can often be appropriately utilized. Local stations suggest that matte finish photos be submitted (another obvious advantage over radio), but glossy photos are also acceptable.

Inquire about interview or panel discussion programs that are regularly scheduled. Television program directors are usually receptive to new developments in education. The Right to Read program can meet this need with continuous progress reports. A narrated slide presentation about your local program would be most interesting to viewers, and would have many uses later.

CHECKLIST
RIGHT TO READ PUBLICITY/PUBLIC RELATIONS

____ Identify the established avenues for communicating with students, educators, other professionals and lay citizens.

____ Constantly seek or create new ways of disseminating information about Right to Read to specific population segments or to the general public. Community "Koffee Klatches" or a "Right to Read Hot Line" are just a few of the new techniques you might want to try.

____ Be aware of the communication techniques which will be most effective and appealing to those you are attempting to reach.

____ Tap the resources and talent available on your staff, the Advisory Council or in the community, for contributions to the publicity effort.

____ Plan to issue frequent and concise news releases whenever possible. Make sure the releases are neither too lengthy nor sporadic.

____ When a piece of communication is prepared by a single individual, encourage a cooperative spirit by involving others in parts of the total process such as proofreading, writing headlines or captions, taking photographs, creating illustrations, etc.

____ Involve students whenever possible. They can prepare news releases, give presentations over the intercom, submit articles for publication in the school newspaper or provide artwork for Right to Read publications.

____ Consider including on the Advisory Council or a Task Force someone with a background in mass media communication.

____ Use both formal channels of communication. Do not overlook personal contact as a viable method of communicating with a select audience.

____ Develop methods for feedback and evaluation of your communication channels. This can be done formally with a survey form or inventory, or informally through frequent discussion or personal contact.

____ Involve parents in the preparation, distribution, evaluation and expansion of community publicity efforts.

____ Prepare progress reports that summarize Right to Read accomplishments for distribution to:

The Board of Education or other governing body
Advisory council and Task Force members
Administrators, faculty, staff
Students
Parents
Civic and community groups
Interested educational institutions in the county or surrounding areas.

____ Utilize a variety of media in your publicity efforts.

PUBLICITY PLAN

Objective: By ________________, an ongoing Right to Read publicity/public relations program will be functioning.

Activity	Medium for Dissemination	Person(s) Responsible	Completion Date
1. Set up a Right to Read booth at the county fair	One-to-one contact, Pamphlets, handouts	Advisory Council Chairperson	
a. Reserve space		Publicity Chairperson	February 1
b. Determine what materials and equipment are needed		Publicity Task Force	February 15
c. Collect materials to be used in the display and to be distributed	Slide-tape presentation	Publicity Task Force	June 1
d. Make a portable set of Right to Read display panels	Photographs, bulletin board type format	Publicity Task Force	July 15

Activity	Medium for Dissemination	Person(s) Responsible	Completion Date
e. Publicize the booth in advance	Radio, Newspaper	Publicity Chairperson	August 1
f. Schedule volunteers to work in the booth		Publicity Chairperson	July 1
g. Have the booth open at the fair		Publicity Task Force	August 12-15
h. Report on the activity upon completion	Written report	Publicity Task Force	September 1
2. Write a monthly news release for the local newspaper	etc.		

PUBLICITY AND PUBLIC RELATIONS
ANNOTATED BIBLIOGRAPHY

Adams, Alexander B. *Apollo Handbook of Practical Public Relations*. New York: Thomas Y. Crowell Co., 1970.

This book tells how to start and how to carry out a good public relations program. It presents the mechanics of basic public relations methods as well as many excellent illustrations and examples.

Budd, John F. Jr. *An Executive's Primer on Public Relations*. Chilton, Philadelphia, Pennsylvania, 1969.

This resource provides a clear, concise view of public relations. It shows what good public relations can do for neighborhood relations. It presents a realistic view of the basic functions of public relations.

Clay, Roberta. *Promotion in Print, A Guide for Publicity Chairmen*. New York: A. S. Barnes and Co., 1970.

Here is a practical guide for the nonprofessional news writer. Suggestions about public information for schools, churches, clubs, etc., is included. The book answers such questions as: What is news? How do you write news? and How do you maintain friendly relations with the media?

Hall, Babette. *Public Relations, Publicity, and Promotion*. New York: Ives Washburn, Inc., 1970, pp. 90-100.

The chapter on pages 90-100 discusses basic activities to provide organizations with effective public relations. It presents some basic rules directed toward community groups in their efforts to develop good promotional practices.

Johnson, Ray E. *Making the Most of Radio-TV*. New York: National Public Relations Council of Health and Welfare Services, Inc., 1966.

This book is aimed primarily for use by local community organizations and agencies. It suggests ways to make the best use of radio and television. It covers such areas as: News Releases, Radio Interviews, Panel and Talk Programs, Spot Announcements and Tips for TV Appearances. The appendix offers several examples of spot announcements and news releases.

McMahan, John H. *Productive Press Relations*. New York: National Public Relations Council of Health and Welfare Services, Inc., 1968.

Provided here are suggestions on how to promote public understanding, acceptance and support of your organization's goals and methods. It stresses the need to deal with the press in a professional way.

Otto, Wayne and Smith, Richard J. *Administering the School Reading Program*. Houghton Mifflin Co., 1970. pp.143-154.

The chapter on pp. 143-154 presents an excellent method by which community organizations can develop effective public relations programs. It presents three categories designed to develop good public relations and sites many excellent examples.

Publicity Handbook, A Guide for Publicity Chairmen. Fort Worth, Texas: Consumer Services, The Sperry and Hutchinson Co., 1972.

This book contains step-by-step directions for developing good public relations and publicity techniques. It includes sections on the basic elements of good publicity, preparing a news story and working with the news media.

Assessment
and
Program Planning

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Development

In order for a thing to develop there must be a comprehension of its totality before completion. Constructive development is not an aimless meandering of energy forces, but the intelligent movement of energy forces toward the fulfillment or attainment of a target. Gradual progress insures stability. Hastily made, quickly destroyed.

SECTION E

ASSESSMENT AND PROGRAM PLANNING

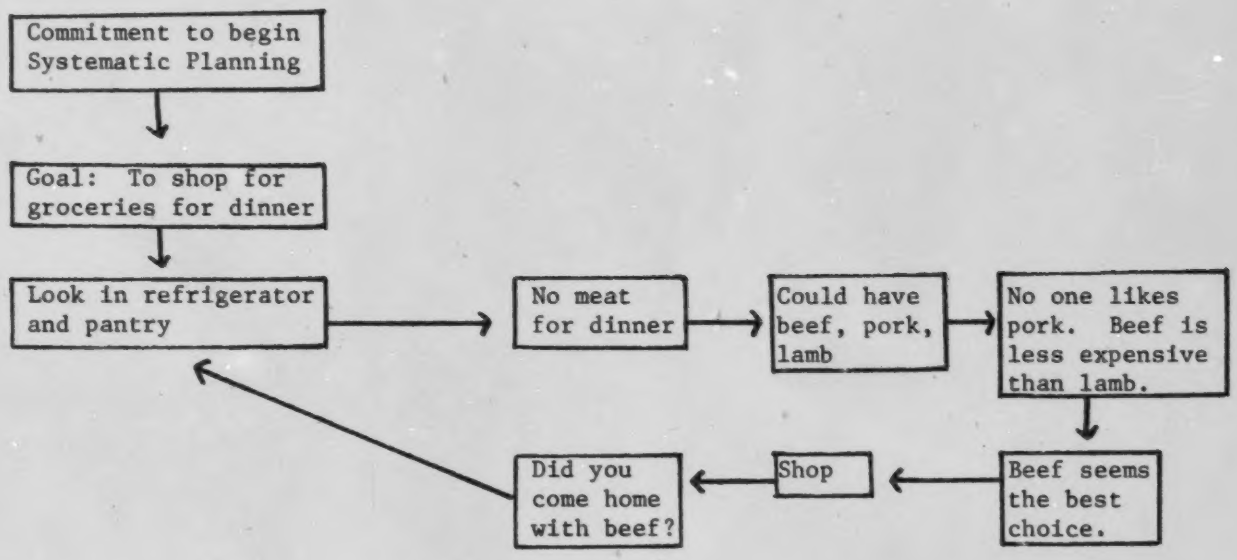
INTRODUCTION

Sometimes people are reluctant to become involved in formal planning activities. Either they do not want to spend the time necessary to plan, or they fear that they do not have the expertise to be effective planners. Each person is an experienced planner, for planning is interwoven throughout many everyday activities. Consider the steps involved in grocery shopping:

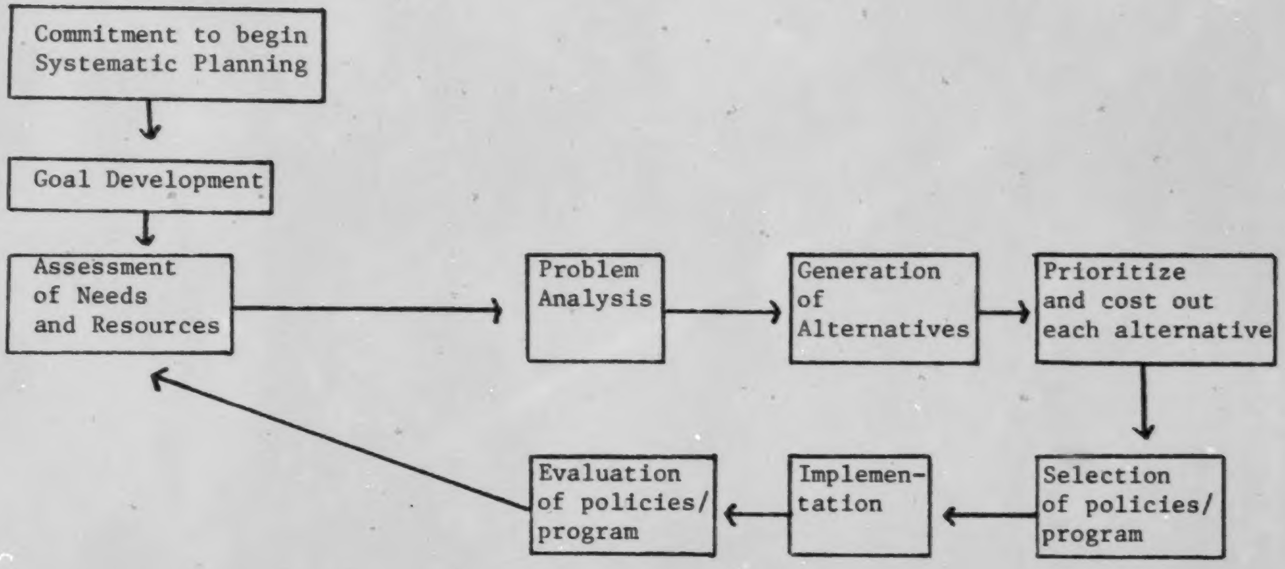
1) determine why you are going shopping--to purchase meat for a special dinner;
2) investigate what is already on hand--a pound of ground beef;
3) figure out what you do not have, but should have--appropriate meat for the dinner;
4) list the kinds of meat you could buy--rib eyes, ham, lobster, turkey;
5) evaluate the possibilities based on desire and practicality--rib eyes and lobster are too expensive and one of the guests does not like turkey;
6) select the kind of meat you wish to buy--ham;
7) go to the store and shop;
8) determine if you were successful--did you purchase what you wanted?

Although few people would actually sit down and think through each of these steps when they shop for groceries, they have utilized a planning process. In fact, each of the steps cited in our grocery shopping venture fits quite nicely into the component steps of the generic planning model that will be used as a model introduction to the planning process. The next two pages outline the generic planning model and its relationship to the grocery shopping example.

A TRIP TO THE GROCERY STORE


Commitment to begin Systematic Planning
Goal: To shop for groceries for dinner
Look in refrigerator and pantry
No meat for dinner
Could have beef, pork, lamb
No one likes pork. Beef is less expensive than lamb.
Beef seems the best choice.
Shop
Did you come home with beef?

GENERIC PLANNING MODEL


Commitment to begin Systematic Planning
Goal Development
Assessment of Needs and Resources
Problem Analysis
Generation of Alternatives
Prioritize and cost out each alternative
Selection of policies/ program
Implemen-tation
Evaluation of policies/ program

STEP ONE:
COMMITMENT TO BEGIN SYSTEMATIC PLANNING

The local Right to Read director and his/her Advisory Council will determine the nature of the Right to Read program in their community. Community needs and the resources to meet those needs will be identified. In a voluntary program such as Right to Read, systematic planning is absolutely necessary to ensure the most effective, efficient utilization of voluntary resources. People and institutions will donate neither their time nor their resources to a program which lacks direction and is inefficient. Systematic planning can provide the framework necessary to keep the program moving forward.

Answering important questions prior to formal planning activities helps get the planning process off to a good start. Listed below are some preplanning questions that should be answered by the local director and Advisory Council members.

PREPLANNING QUESTIONS

1. Are the administration and Executive Board in agreement with and committed to the planning process?
2. Is this commitment communicated to the staff and community?
3. What plans are necessary to assure complete communication among all persons involved (Administration, Staff, Students, and Community)?
4. What functions are to be performed?
5. What is the depth and scope of the undertaking?
6. Who are the participants and what are their roles (i.e. information, advice, analysis, decision, and implementation)?

7. Under what conditions will the participants work (consultant service, inservice, planning, advisory groups, committees, released time, remuneration, day or night meetings, etc.)?

8. What are their working relationships?

9. What conflicting educational values, assumptions, and vested interests do participants bring into the planning process?

STEP TWO: GOAL DEVELOPMENT

A goal is a general statement of a desired end. Deciding on a goal or goals at the initial stage of the planning process can give a sense of direction and concreteness to the newly formed local Right to Read program. The Advisory Council can generate its own goals, adopt or adapt goals from existing sources, or utilize both options. Goals from local education agencies, the state plan for adult education and the Right to Read Criteria of Excellence could be reviewed and considered.

The Advisory Council should ask such questions as:

> What broad-based impact should Right to Read have on the entire community?
>
> Over the next three to five years, what should Right to Read accomplish?
>
> In terms of literacy, what is the ideal for everyone in this community?

The Advisory Council should be committed to the goal(s) it selects. True commitment involves an understanding of the goal, a consensus that it indeed should be a goal of the Right to Read Effort and the willingness to undertake the activities necessary to accomplish it. Advisory Councils should remember, however, that goals can change.

The goal of the National Right to Read Effort is that "by 1980, 99% of the population sixteen years old, and under, and 90% of the people over sixteen will possess the reading skills and competencies required to function effectively and productively as adults in this society." This can be stated in other ways such as the elimination of illiteracy by 1980 or the availability of opportunities for everyone to learn to read to the limits of his/her potential and desire.

A local Right to Read Advisory Council could adopt a general goal such as one of these or develop a series of more specific goals such as:

> Provide learning readiness activities for preschoolers in organized programs and in the home.
>
> Prevent and remediate reading failure in the in-school population.
>
> Make opportunities for every adult in the community to learn to read as well as he/she is able to and wants to.

Advisory Councils and local Right to Read directors should retain an attitude of flexibility regarding their goals, as they undertake the third step in the planning process--assessment.

STEP THREE: ASSESSMENT
THE ASSESSMENT PROCESS

Step 1 Establish Task Forces to implement needs assessment.

Step 2 Determine general types of information to be gathered and analyzed.

Step 3 Develop an assessment plan of action.

Step 4 Investigate each general type of information to determine what specific elements can or should be gathered.

Step 5 Determine what information may presently be available from an existing resource.

Step 6 Suggest alternative means of collecting data for each general type of information.

Step 7 Select from alternatives the best means of gathering information.

Step 8 Develop data gathering devices (written surveys, polls, personal contacts, meetings, etc.).

Step 9 Collect or harvest information and concerns.

Step 10 Assemble the data into compatible and usable forms.

Step 11 Review and summarize information findings.

Step 12 Note discrepancies between information findings and "ideals".

Step 13 Arrange these discrepancies (needs) in priority order.

Goals provide us with general statements of where we would like to be. The assessment process provides us with the data necessary to determine where we are in relation to those goals. Each local Right to Read effort will be asked to conduct an assessment of the literacy needs and resources of its defined community. The Advisory Council may choose to assess literacy needs and resources at the preschool, in-school or adult level, or at a combination of all three levels. No matter how broad-based the assessment will be, it is essential to have considerable coordination and advance planning. The following five steps will facilitate the assessment process.

1) Determine the areas to be assessed;
   Examples: Teachers' attitudes toward reading
   Students' attitudes and achievement in reading
   Teachers' preservice and inservice training in reading
   Available adult education programs in your community
   Parental attitude toward preschool programs: pro and con

2) Define responsibilities regarding what group or committee is responsible for assessing each area. A Task Force might be established to work at each level.

3) Each group or Task Force prepares an assessment plan, including objectives and activities that need to be completed to accomplish the objective.

4) Task Force assessment plans are submitted to the Advisory Council for added input and final approval. Each plan should include an objective for reporting results to the Advisory Council.

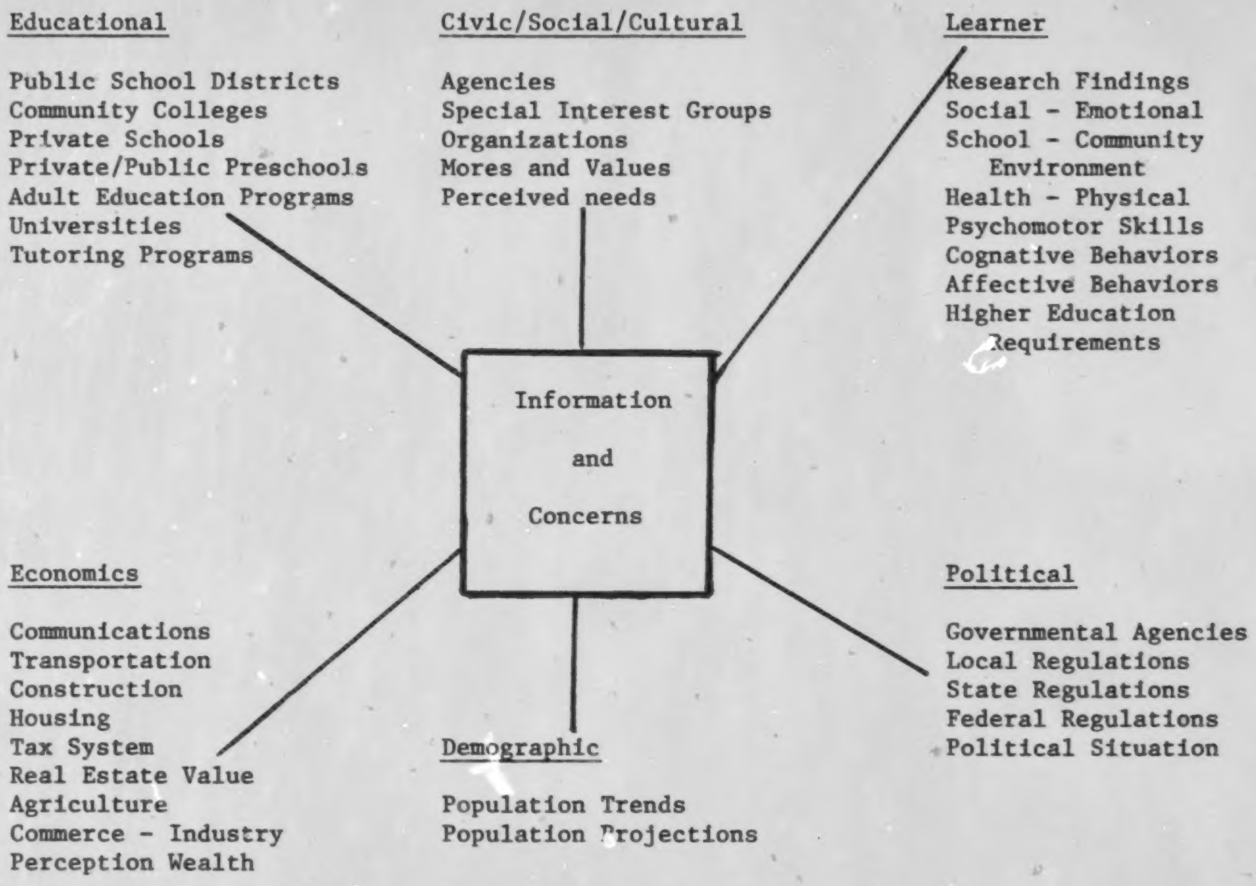
5) Implement the assessment plans.

WHAT INFORMATION SHOULD BE GATHERED?

Decisions are best made on the basis of sufficient, comprehensive data. Collecting non-essential information can be time and resource consuming for a local Right to Read effort. Hence, local Advisory Councils should be discriminating in the kind of information to be gathered.

The following model provides a number of information sources and suggests many factors about the community, school districts and learners which might be reviewed before initiating an assessment. Each category can actually be considered both a source of information and a variable about which further information should be sought. This model may include more or fewer categories than a local Right to Read Advisory Council decides are necessary for its purpose.

COMMUNITY FACTORS TO BE ASSESSED



Educational

- Public School Districts
- Community Colleges
- Private Schools
- Private/Public Preschools
- Adult Education Programs
- Universities
- Tutoring Programs

Civic/Social/Cultural

- Agencies
- Special Interest Groups
- Organizations
- Mores and Values
- Perceived needs

Learner

- Research Findings
- Social - Emotional
- School - Community Environment
- Health - Physical
- Psychomotor Skills
- Cognative Behaviors
- Affective Behaviors
- Higher Education Requirements

Economics

- Communications
- Transportation
- Construction
- Housing
- Tax System
- Real Estate Value
- Agriculture
- Commerce - Industry
- Perception Wealth

Demographic

- Population Trends
- Population Projections

Political

- Governmental Agencies
- Local Regulations
- State Regulations
- Federal Regulations
- Political Situation

DATA COLLECTION

When a decision has been made regarding the data to be collected, those working on the assessment should try to determine how much of it is already available. There may have been similar studies conducted, or public records and reports might summarize demographic and sociological data. The Task Force should use the criteria of feasibility and efficiency when they are choosing data gathering techniques.

There are a number of methods that can be used to collect information. Listed below are the main ones:

I. Utilize existing information resources available from

  A. Organized groups of people

    Professional groups and councils
    Political, social, labor and cultural organizations
    Industrial and commercial business groups

  B. Public records and reports

    Government documents - i.e. census data
    School records - i.e. standardized test scores
    Public service or welfare agency records
    State agency summaries or reports
    News media records and archives
    Immigration files

II. Obtain expert opinion through

  A. Consultations with professionals by telephone, mail or in person

  B. Preparation of position papers by experts

  C. Meetings with consultants

III. Observe behavior by gathering information about

    A. Frequency of library use
    B. Newsstand/paperback book sales
    C. Enrollment in adult education classes
    D. Number of children in preschool programs
    E. Dropout rate
    F. Unemployment

IV. Interpret standardized test data dealing with

    A. Attitudes and values
    B. Aptitude
    C. Achievement
    D. Psychomotor skills
    E. Health

V. Survey the community to determine

    A. Perceived needs
    B. Attitudes about existing educational opportunities
    C. Willingness of people to volunteer their help
    D. Desire for new programs or expanded opportunities

SURVEYING THE COMMUNITY

Conducting a survey can help the Advisory Council obtain an overview of literacy-related needs, resources, attitudes and values in the community. This can be done through public opinion polls, printed questionnaires and interviews. Groups to be surveyed are students, parents, teachers and administrators and other adults in the community.

Those responsible for the assessment can identify the groups to be surveyed and develop the survey instrument(s) at the same time. Keep in mind the following guidelines when survey items are being written:

> Be sure that the questions do not represent an invasion of privacy.
>
> Avoid cultural, racial or sexist bias in the questions.
>
> Keep the survey form simple. Use short sentences, common vocabulary and an uncomplicated format.
>
> Be sure that every question on the survey will provide data that is genuinely needed in planning local Right to Read activities. Do not include questions because the information "would be nice to know".
>
> Do not have more than fifty questions on a survey form. Half that many is preferable.
>
> Select the easiest, most efficient and effective method of collecting the data.
>
> Remain constantly alert to sources where the information might already have been collected.

SAMPLE SURVEY ITEMS

On the next few pages sample survey items are given for adults, parents, administrators and teachers, students and the general public. They were developed by local Right to Read directors in Illinois at a special workshop on surveys in September, 1974. Although these questions have not been validated, they can serve as a springboard for you to use in developing your own instrument. After you prepare your survey, it should be field-tested with a small group of people who can offer suggestions for improving it or show by their answers which questions are not valid.

SURVEY ITEMS FOR ADULTS

1. Check highest grade level completed.

_____ 1-6
_____ 7-12
_____ College

2. Which of the following categories includes your present age?

_____ under 16 _____ 16-25

_____ 26-40 _____ over 40

3. What is your occupation?

4. How many years has it been since you were last enrolled in school?

5. How often do you visit your public library?

_____ Never or hardly at all
_____ Once or twice a month
_____ Once or twice a week
_____ Just about every day

6. I am satisfied with my reading skills.

_____ Yes
_____ No

7. I would like to improve my reading skills.

_____ Yes
_____ No

8. From the list below select those things with which you have had trouble in reading.

_____ Road signs
_____ Billboards
_____ Newspaper advertisements
_____ Newspaper articles
_____ Sales contracts
_____ Job applications
_____ Want ads
_____ Road maps
_____ Directions on appliances
_____ Recipes
_____ Sewing directions
_____ Other (please specify)

9. If you would like to improve your reading ability, is there anything that would prevent you from attending a reading class?. _____ Yes _____ No
If yes, please explain ______________________________

10. Indicate your feelings about your reading ability of the following items.

	Satisfied	Dissatisfied
Newspaper	( )	( )
Magazines	( )	( )
Paperbacks	( )	( )
Textbooks	( )	( )

11. How important is reading in your job?

_____ Not at all
_____ Some
_____ Very

12. What do you think of your reading ability in comparison to other adults in the country?

_____ I read worse than other adults
_____ I read as well as most adults
_____ I can read better than most adults
_____ I don't know

13. I enjoy reading. _____ Yes _____ No If no, do you think improving your reading skills would help you enjoy it more? _______________

14. If a reading class for adults were offered, I would go.

_____ Yes
_____ No

15. What time of day would you select to attend the class?

_____ Morning
_____ Early Afternoon
_____ Late Afternoon
_____ Night

16. Are you satisfied with your reading ability in your job?

17. Where would you go to get help in reading?

__________________________ (open-ended question)

18. What magazines do you buy?

19. Do you buy books?

20. Is there one book that you have read that you really enjoy?

21. Would you rather read or be read to?

22. How much time do you spend watching TV?

weekdays ________________ weekends ________________

23. If you went to a reading class would you prefer working in groups or by yourself?

24. What do you want to read more than anything else in the world?

25. What do you want to read most?

26. How do you feel about reading?

27. How do you encourage reading in your home?

28. Do you like to write letters?

29. Do you have a friend who needs help in reading?
_____ Yes _____ No

30. Do you think this person would come to a reading class?

31. If you went to a reading class, where would you like to go?

a. church
b. college
c. high school
d. reading center
e. community centers
f. own home
g. place of employment
h. library
i. "Y"
j. other _______________

32. Why do you want to improve your reading?

33. What would keep you from going to a reading class?

34. What does "reading" mean to you?

35. Check the reasons that you read books.

_____ I never read books
_____ Recommended by someone
_____ I read the first few pages and became interested
_____ Reading required for my work
_____ I enjoy reading
_____ I saw it advertised
_____ The pictures on the cover interested me
_____ The title
_____ Related to a hobby
_____ Other reason

SURVEY ITEMS FOR PARENTS

Note to the parent: When you answer the questions below, think of your own children or other children who have lived with you at least two years.

1. How many of your children have attended ______________ ?
(name of school)

2. Have any of your children ever received special help in reading at school? ("special help" might be described more fully here)

_____ Yes
_____ No
_____ I don't know

If "yes," please indicate the number of children receiving special help and the grade level or levels.

Number of Children	Grade level or levels

3. If it were available, would you like special school help in reading for any of your children?

_____ Yes
_____ No

4. How regularly did you read to your child before he/she entered kindergarten or first grade?

_____ None
_____ Some
_____ Regularly

5. Do you help your child with homework?

_____ Yes
_____ No

6. Is the help you give necessary because your child has trouble reading?

_____ Yes
_____ No

7. How frequently does your son/daughter bring home:

	Never	Sometimes	Frequently
Textbooks	☐	☐	☐
Library books	☐	☐	☐

8. Check the reading materials found in your home:

☐ Newspapers
☐ Magazines
☐ Hardback books
☐ Paperback books
☐ Encyclopedia
☐ Dictionary

9. How often do you go to the public library?

_____ Never
_____ Sometimes
_____ Frequently

10. How often do you take your children to the public library?

_____ Never
_____ Sometimes
_____ Frequently

11. Do your children have books of their own?

_____ Yes
_____ No

12. Please put an X on the line which shows how much schooling you have completed.

_____ Grade school or less (grades 1-8)
_____ Some high school
_____ Graduated from high school (grades 9-12)
_____ Some college
_____ Graduated from College
_____ Post graduate work

13. How worthwhile is it to have a high school diploma?

_____ Very important
_____ Important
_____ Nice, but not necessary
_____ Unimportant

14. Do you get satisfaction from your reading (if you never get satisfaction from your reading or rarely read in your spare time, put an X in the box beside "never")?

Always   Usually   Never

Sometimes   Seldom

15. Please rank each of the factors listed below which you feel most important in the successful fulfillment of your expectations for your child/children.

_____ Good attendance
_____ Open mind
_____ Reading ability
_____ Properly trained teachers
_____ Curiosity
_____ Proper materials

16. How can the school library be improved?

17. How can the public library facilities be improved?

18. Do you make use of the public library? How? ________

____

19. The following items can be placed in a LIKERT scale.

Ex:

strongly disagree--------disagree--------strongly agree

Do you think volunteer reading tutors should work with students in or out of school?

Do you feel that older children should be allowed to help younger children in reading? with teacher direction?

Do you feel that children within the same grade should help each other?

Should students be allowed to grade their own work?

Do you feel that a certain time of the school day should be set aside for reading enjoyment?

Would you be interested in coming in to see the equipment and materials we use to teach reading?

Would you like to help in our reading program? If yes:

how much time can you give? ____________________
when? ____________________
what grade level? ____________________
other? ____________________

20. Do you find much time to read for enjoyment?

_____ Never
_____ Sometimes
_____ Usually
_____ Almost always

21. Does your son/daughter find time to read on his/her own?

_____ Never
_____ Sometimes
_____ Usually
_____ Almost always

22. Does your son/daughter share with you what he/she reads?

_____ Almost always
_____ Usually
_____ Sometimes
_____ Never

23. What guidance do you provide for your son's/daughter's reading?

SURVEY ITEMS FOR ADMINISTRATORS AND TEACHERS

1. How many students are in your building?

2. How many classroom teachers who teach reading (as part of their regular teaching load)?

3. How many special teachers work only in reading?

4. Does your school have a written description or outline of your reading program that parents and teachers, or others can see?

5. How much time is spent on direct reading instruction at your school?

   ______ Kindergarten
   ______ First
   ______ Second
   ______ Third
   ______ Fourth
   ______ Fifth
   ______ Sixth

6. What supportive services are available to your teachers for help with students in reading?

   ______ Psychologist
   ______ Social worker
   ______ Remedial Reading teacher
   ______ Teacher aide
   ______ Librarian
   ______ Reading Resource Room
   ______ Other (please specify)
   ____

7. What kinds of curriculum materials are available for your teachers and students?

   ______ Basal readers
   ______ Supplemental readers
   ______ Library books

8. What kinds of AV equipment and materials are available to teachers and students for the reading program?

_____ 16mm projector
_____ overhead
_____ record players
_____ cassettes and tapes
_____ filmstrip projectors
_____ listening stations
_____ other (please specify)

9. What tests (achievement, diagnostic or teacher made) do you use in conjunction with your reading program?

10. What kind of record system do you have for students' reading progress?

11. What are the reading skills and activities emphasized in

Kindergarten -
First -
Second -
Third -
Fourth -
Fifth -
Sixth -

12. What are the most prevalent causes for children not learning to read?

13. What kinds of supportive services do you need at school to help you in your reading program?

14. What kinds of inservice or professional training do you need for your reading program?

15. Are all students in your district tested for reading?

16. How many libraries are there in your district?

17. How many reading specialists are in your district?

18. Are there Reading Labs in your district?

19. What types of reading programs are offered in your school?

    _____ remedial
    _____ corrective
    _____ developmental
    _____ enrichment

20. Have you had courses in the teaching of reading?

21. Are you a member of a reading council?

22. Do your teachers receive assistance from a reading coordinator?

23. Is there a professional library in your school (in reading)?

24. School buildings differ in the extent to which their overall environment is conducive to learning. For each of the following items, indicate the manner in which the variable generally affects the learning environment in your school. Using the following scale for your responses, write the appropriate number in the line before each item:

1	2	3
positive effect	neutral effect	negative effect

_____ physical facility
_____ teacher preparation (preservice)
_____ teacher attitude (motivation)
_____ existence of a variety of instructional materials and equipment
_____ media program
_____ cooperation and communication between faculty and administration
_____ working relationship among faculty members
_____ student motivation to attend school
_____ socioeconomic background of students

_____ student attitude
_____ parental attitude toward the school
_____ involvement of the parents in school activities
_____ involvement of the total community in educational programs
_____ use of volunteers or teacher aides to help individualize instruction
_____ use of facilities outside of your school building for educational programs
_____ opportunities for students and faculty to do independent reading during the school day
_____ cooperation with the public library on educational programs
_____ free time teachers have for preparation
_____ availability of a professional collection of resource materials for faculty
_____ inservice education program
_____ curriculum organization and design
_____ instructional strategy used by faculty
_____ testing of student achievement, attitude and ability; availability of that information to the faculty
_____ planning systematically for educational program development
_____ cooperation and sharing of resources between local and community college and school district
_____ willingness to use and awareness of out of school resources and resource people from local community
_____ existing inservice programs for teachers within district

25. Does your district survey teachers to see what they have a need for?

26. Are teachers in the district allowed to participate in planning their own inservicing activities?

27. Are teachers allowed the option of attending workshops or not attending?

28. Are teachers allowed the option of alternative activities for the inservice program?

29. To what extent does the inservice program provide for individual needs of the teachers?

_____ always
_____ most of the time
_____ to some degree
_____ very little
_____ not at all

30. In my opinion, most parents attend school programs.

_____ strongly agree
_____ agree
_____ no opinion
_____ disagree
_____ strongly disagree

31. In my opinion, most parents encourage children to participate in school programs.

_____ strongly agree
_____ agree
_____ no opinion
_____ disagree
_____ strongly disagree

32. What percentage of parents attend teacher-parent conferences?

_____ 0-25%
_____ 25-50%
_____ 50-75%
_____ over 75%

33. Many parents volunteer to help in the classroom, the office, the library or other school related activities.

_____ Never
_____ Sometimes
_____ Usually
_____ Almost always

34. The percentage of parents who volunteer to help in the classroom, the office, the library or other school-related activities is

_____ unsatisfactory
_____ below average
_____ average
_____ above average
_____ excellent

35. How much training in the teaching of reading does the regular classroom teacher in District #_______ have?

No. of teachers _____

_____ 0-1 Reading Course
_____ 2-3 Reading Course
_____ 4-5 Reading Course
_____ More than 5 Reading Courses

36. What is the average number of years of teaching experience of faculty members in District #_______?

No. of teachers _____

_____ 0-4 years
_____ 5-8 years
_____ 9-15 years
_____ More than 15 years

37. How do students in your school District #_______ compare with National reading norms?

_____ above average
_____ average
_____ below average

38. What percentage of students read at the following levels?

percentage	level
_____	1 or 2 years below grade level
_____	at grade level
_____	1 or 2 years above grade level

39. Approximately what percentage of your students do you feel could achieve more in your classes if they could read better? _____________

40. What is your estimate of the grade level at which the majority of your students read? _____________

41. What is the reading level of the textbooks used in your classes? (List more than one level, if appropriate.) ______________________

42. How would you describe the attitudes of most of your students toward reading?

43. Would you consider teaching reading as it relates to your content area?

_____ Yes
_____ No
_____ Uncertain, I need more information.

44. Do you have access to data you need concerning your students?

45. If it were possible, would you like to have a volunteer tutor help you with your teaching?

46. The amount of money allotted for reading instruction at my school is

_____ more than adequate
_____ adequate
_____ inadequate

47. If you feel it is inadequate, where might additional funds come from? ________

48. In what ways, if any, do you think the distribution of funds for the various programs can be better balanced?

____

____

49. In my opinion the teaching of reading at my school is

_____ inadequate
_____ adequate
_____ very adequate

50. Are you satisfied with reading class size?

51. What do you feel is an ideal reading class size?

52. I feel that the children in my school are acquiring good life-long reading skills and habits.

_____ strongly disagree
_____ disagree somewhat
_____ agree somewhat
_____ agree
_____ strongly agree
_____ no opinion

53. I feel that the reading ability of the general population has improved in the last ten years.

_____ strongly disagree
_____ disagree somewhat
_____ agree somewhat
_____ agree
_____ strongly agree
_____ no opinion

54. What is your primary goal of reading instruction?

____

55. I feel that we are reaching more children in reading than ever before.

_____ strongly agree
_____ agree
_____ agree somewhat
_____ disagree
_____ strongly disagree
_____ no opinion

56. Check the specific areas of reading instruction about which you currently feel a need for information.

_____ grouping students
_____ diagnosing individual instructional needs
_____ using basal materials
_____ using supplementary materials
_____ different methods for teaching reading (ITA, programmed)
_____ developing word attack skills
_____ developing comprehension skills
_____ providing for the disabled reader in the classroom
_____ differentiating instruction for different groups
_____ reading skills in the content area
_____ other (please specify) ____________________

SURVEY ITEMS FOR SECONDARY SCHOOL STUDENTS

1. I can remember my parents telling or reading stories to me when I was much younger.

_____ I strongly agree.
_____ I agree.
_____ I am not certain.
_____ I disagree.
_____ I strongly disagree.

2. When I was younger, my parents often wanted me to read aloud to them.

_____ I strongly agree.
_____ I agree.
_____ I am not certain.
_____ I disagree.
_____ I strongly disagree.

3. Place an X on the line before each of the following types of reading materials that are in your home.

_____ Hard cover books
_____ Encyclopedias
_____ Newspaper
_____ Magazines
_____ Soft cover books

4. How often does your family read newspapers or magazines?

_____ Almost always
_____ Often
_____ Sometimes
_____ Seldom
_____ Almost never

5. How often do you use materials from your school library?

_____ Never or hardly at all
_____ Once or twice a month
_____ Once or twice a week
_____ Just about every day

6. How often do you use materials from the public library?

_____ Never or hardly at all
_____ Once or twice a month
_____ Once or twice a week
_____ Just about every day

7. To what extent do you think that reading skills will be used in the kind of job you want in the future?

_____ None
_____ Minimum amount
_____ Average amount
_____ Above average amount
_____ Extensively

8. What do you think of reading ability?

_____ I read worse than most students I know in my grade.
_____ I can read as well as most students I know in my grade.
_____ I can read better than most students I know in my grade.
_____ I don't know.

9. Check the following school activities in which you have participated, are participating or plan to participate.

_____ Athletic teams
_____ Student government
_____ School subject matter clubs
_____ 4-H
_____ Drama or music groups
_____ Hobby clubs
_____ Newspaper or yearbook
_____ Other (please specify) ______________________

10. Approximately how much time did you spend yesterday for each of the following activities?

	0-(no time)	1/2 hr.	1 hr.	2 hrs.	3 hrs.	4 hrs.	5 hrs. & more
Listening to the radio	( )	( )	( )	( )	( )	( )	( )
Watching television	( )	( )	( )	( )	( )	( )	( )
Talking to your parents	( )	( )	( )	( )	( )	( )	( )
Reading local newspaper	( )	( )	( )	( )	( )	( )	( )
Talking to your friends	( )	( )	( )	( )	( )	( )	( )
Talking to your teachers	( )	( )	( )	( )	( )	( )	( )
Reading your school books	( )	( )	( )	( )	( )	( )	( )
Listening to records or tapes	( )	( )	( )	( )	( )	( )	( )
Reading your high school paper	( )	( )	( )	( )	( )	( )	( )
Reading Underground papers	( )	( )	( )	( )	( )	( )	( )
Other (please specify) ______________ ______________	( )	( )	( )	( )	( )	( )	( )

11. Rank the following reading materials in order of personal reading preference using 1, 2, and 3, etc., for first, second and third best liked.

_____ Newspapers
_____ Magazines
_____ Comic books
_____ Textbooks
_____ Reference books
_____ Science fiction books or stories
_____ Sports books
_____ Biographies
_____ Poetry
_____ Romantic novels or stories

12. I read mostly for:

_____ Information
_____ Pleasure
_____ Necessity

13. The purpose of the following items is to find out what you think of reading compared to the rest of the subjects you have ever studied in school. Read the statement below. Then for each item, look at the two words at the opposite ends of the row of circles. Place an X in the line that is closest to the way you feel.

Compared to the rest of the subjects I have ever studied in school, I generally feel reading is:

easy	___	___	___	___	___	___	difficult
dull	___	___	___	___	___	___	exciting
enjoyable	___	___	___	___	___	___	unenjoyable
useful	___	___	___	___	___	___	useless
good	___	___	___	___	___	___	bad

clear ___ ___ ___ ___ ___ fuzzy

unimportant ___ ___ ___ ___ ___ important

unenjoyable ___ ___ ___ ___ ___ fun

simple ___ ___ ___ ___ ___ complicated

boyish ___ ___ ___ ___ ___ girlish

necessary ___ ___ ___ ___ ___ unnecessary

14. In what way(s) could your teachers help make the time you spend in school more meaningful?

15. What educational needs do you feel are not being met adequately in the present school structure?

16. In what single way would you change the high school library?

17. Does the high school library offers opportunities to the independent learner?

Very Many				Very Few
5	4	3	2	1

18. How much freedom does the "open campus" allow the average student?

Too Much				Too Little
5	4	3	2	1

19. How well are reading skills taught in your high school English class?

Very Adequately				Very Inadequately
5	4	3	2	1

20. How much do teachers other than your English teacher try to help you improve your reading skills?

Not at all   Very Much
5   4   3   2   1

21. My future plans include:

_____ Vocational School (Business schools, Trade schools, apprenticeship, etc.)
_____ College
_____ Immediate employment without further schooling
_____ Undecided

QUESTIONNAIRE ON VOLUNTARY READING

Directions: The purpose of this questionnaire is to determine how you feel about reading in your free time. There are no right or wrong answers. Therefore, I would appreciate it if you could answer the questions as honestly as possible. Your answer will not affect your grades. There are three ways to mark the answer sheet.

Y means that your answer to the question is Yes.
U means that your answer to the question is Uncertain.
N means that your answer to the question is No.

1. Do you ever read books apart from required reading in class? Y U N

2. Do you have a public library card? Y U N

3. When you have extra time in class, do you often read a library book? Y U N

4. In order to learn more about a subject, would you rather read more about the subject than view a filmstrip? Y U N

5. Have you voluntarily read biographies of famous people studied in history classes? Y U N

6. Are you familiar with research reading material in the library? Y U N

7. Do you read the book-review section of magazines and newspapers? Y U N

8. Do you enjoy browsing in book stores? Y U N

9. Would you rather receive a book than a record album as a gift? Y U N

10. Are there books that belong to you personally? Y U N

11. Do you read the newspaper regularly? Y U N

12. Do you subscribe to any magazines? Y U N

13. Do you know what book is at the top of the best-seller list? Y U N

14. Would you look up information about an author of a book you admired? Y U N

15. Do you enjoy reading books on a variety of themes? Y U N

16. Do you enjoy listening to other people read orally? Y U N

17. Do you enjoy reading novels of movies you have enjoyed? Y U N

18. Do you enjoy attending plays? Y U N

19. Have you ever strongly identified with a character or characters in a book you have read? Y U N

20. Do you enjoy discussing with other people how your opinion of a book changed? Y U N

21. Have you ever recommended a book to a friend? Y U N

22. Have you ever reread a favorite book? Y U N

23. Do you enjoy rereading favorite books which you read as a child? Y U N

24. Do you find rest and relaxation in pleasure reading? Y U N

25. Do you ever emotionally respond to a story by laughing, being scared, etc.? Y U N

26. Do you feel you learn something about life from reading? Y U N

27. Are you ever conscious of an author's style of writing? Y U N

28. Do you look up unfamiliar words in a dictionary when you come across them in a book? Y U N

29. Are you ever disappointed when you finish a book you have enjoyed reading? Y U N

30. Do you enjoy following a good plot? Y U N

31. Do you enjoy the suspense of waiting to see how a story ends? Y U N

32. Do you ever recognize qualities in people you know when you read about characters in a book? Y U N

33. Do you ever get so involved in a book that you are unaware of your surroundings? Y U N

34. Do you appreciate the physical appearance of a book such as its cover, binding, quality of paper and print? Y U N

35. Would you like to have a library in your home? Y U N

36. Once you have begun a book, do you often finish within a few days? Y U N

37. As a result of non-fiction reading, do you ever become aware of "social" problems you did not realize before? Y U N

38. Do you ever read a critique of a book before you read the book? Y U N

39. Do you ever compare the ideas read in one book with ideas in another book? Y U N

40. Do you feel you gain insight from books in understanding why people act as they do? Y U N

41. Do you ever express a negative opinion of a book from the standpoint of plot, character development, etc.? Y U N

42. Have any of the books you have read significantly influenced your life in any way? Y U N

43. If you wanted to learn more about a subject would you rather read a book than ask someone? Y U N

44. Do you find reading for pleasure a waste of time? Y U N

45. Do you find reading dull? Y U N

46. Are you influenced by how many pages a book has before you read it? Y U N

47. Would you rather read a book than watch a television show concerning the same subject? Y U N

SAMPLING PROCEDURES

The assessment Task Force must also decide on the number of persons who should be asked to respond to the survey instrument. Even if it were possible, it is not necessary to obtain responses from every eligible person in the groups to be surveyed. A sample of persons within each group can be selected. This does not mean that the instrument should be given only to a group of citizens who serve on an Advisory Council or to a group of business leaders who meet regularly for a noon luncheon. While input from such groups might be desirable, perceptions of educational needs held by these groups would not necessarily be representative of community members in general. The sampling strategy should be to randomly select individuals to be surveyed. This should assure a representative group.

Various techniques are available for selecting a sample of people. For example, suppose that in a district with 10,000 high school students there are 400 homerooms. A sample of approximately 500 students could be drawn by randomly selecting twenty homerooms and including every student in these homerooms in the sample. This method of selecting students by first selecting homerooms should not be used unless students are somewhat randomly assigned to homerooms.

The basic instructions given above would also apply to the sampling strategy used in selecting parents. Names of parents could be selected randomly from school records. In districts with large enrollments, parents of students in homerooms which were surveyed could be selected to respond to the questionnaire.

There are other sampling strategies which could be used as alternatives to random sampling, but the methods discussed above are relatively easy to use and should result in a representative sample.

Selecting a sample of community members who do not have students in school will be difficult because it will not be easy to obtain a list of names. In small districts, a list of names could be obtained by comparing lists of names on property tax rolls with names of parents having children in school. A random sample could then be drawn from the persons on the tax rolls who were not identified as having children in school. An alternative to this procedure would be to have each parent who responds to the survey instrument provide the name and address of a neighbor who does not have a child in school. The persons identified in this manner could be asked to respond to the survey instrument.

With the exception of large districts, it would not be necessary to draw a sample of individuals from teachers, administrators and board members. In most districts with total student enrollment under 20,000, each teacher and each administrator who's working on the assessment (elementary, junior high, or high school) can respond to the survey instrument. In larger districts, a sample of from 300 to 500 teachers could be drawn. It should be possible, however, to have all administrators and all board members complete the instrument.[1]

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[1] Educational Assessment Manual: A Planning Guide for a Comprehensive Assessment Program, Illinois Office of Education, Department of Planning, pp. 12-14.

CONDUCTING THE SURVEY

The survey can be conducted in a number of ways once the sampling has been completed. Students, teachers, and administrators can complete the instrument during school time. This holds down the costs of the survey and should ensure a sizeable rate of response. The instrument could be mailed, with a return envelope enclosed, to parents having children in school, or it could be sent home with the students.

While both of these methods are acceptable and inexpensive, the return rate may not be very high. An alternative approach which should ensure a higher rate of return is to have the instruments delivered personally to each respondent and collected later at a specified time. This is also a good method to use in distributing instruments to community members who do not have children in school. The distribution and collection of the instruments could be performed by high school students, PTA members or other civic and social groups.

A brief letter of explanation should accompany each instrument. The letter should explain the purpose of the survey, the level (preschool, elementary, secondary, adult, etc.) at which the responses should be directed, and the method by which respondents were selected. This letter should be sent under the name of the highest possible administrative officer to give credibility to the survey. If the instruments are mailed to various persons, a return date and a return address should be stated on the instrument itself or on the accompanying letter.[2]

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[2] Educational Assessment Manual: A Planning Guide for a Comprehensive Assessment Program, Illinois Office of Education, Department of Planning, p. 14.

ANALYZING SURVEY RESPONSES

The instruments should be sorted by group (parent, student, general public) as they are received. Once all of the surveys have been completed, the analysis of the responses can begin. This involves compiling the survey results for each group of respondents.

Below is an example of how a tabulation might look:

Question: Do you have a public library card?

	Yes	Uncertain	No
Students 4-6	41	22	37
Students 7-12	60	13	27
Parents	42	3	55
General Public	36	10	54

Question: Do you subscribe to any magazines?

	Yes	Uncertain	No
Students 4-6	7	8	85
Students 7-12	39	5	56
Parents	81		19
General Public	74	2	24

Those working on the surveys can then summarize and interpret the results. Conclusions drawn from the analysis might help set priorities on local Right to Read activities.

CHECKLIST - SURVEYING THE COMMUNITY

What information is essential to help make program decisions for Right to Read?

Where might this data already exist?

How can it be obtained?

Are the directions for completing the survey instrument clear?

Are there questions which the respondents may not be able to answer?

Are there questions which might be offensive to some people because of emotion - arousing terms ("protest meetings" and "unwed mothers"), racial, sexual and cultural bias, words in poor taste and requests to betray a confidence?

Is invasion of privacy inherent in some of the questions, such as requesting information about family finances, parent-child relationships, evaluation of someone in comparison to others?

Can the respondent accurately express his/her opinions, needs and feelings through the survey instrument?

Has the survey instrument been field-tested?

What is the most efficient way of conducting the survey?

How many volunteer workers do you need?

Can the mass media help in any way?

How will the responses be tabulated and interpreted?

Determining Needs

The end product of the assessment process should be the determination of existing community needs. Needs indicate the discrepancy between current status and desired status. Needs are the gaps between what is and what ought to be. A sample discrepancy model follows to help outline the needs revealed by an assessment.

Discrepancy Model

Ideals	Current Status	Needs
1. Adequate numbers of Adult Education Classes should be available to service the illiterate adult population.	1. Census figures reveal that an estimated 1000 adults in our county have not finished 8th grade. 2. No adult education classes are available.	1. Provide opportunities for adults to increase literacy skills.
1. Preschool children should be screened prior to entry into kindergarten to measure readiness skills.	1. A small screening program was begun by interested staff at Wilson School only. 2. Parents indicate such a program should be voluntary only - not mandatory.	1. Expand screening program throughout district. 2. Maintain programs 3. Establish a parental education program.
1. Each child should read at his/her expectancy level.	1. 50% of the student body is reading two or more years below expectancy level.	1. Upgrade the reading skills of students.

On the next page is a blank form to help you determine the discrepancy between what literacy opportunities are available and what should be available.

Discrepancy Model

Ideals	Current Status	Needs

PRIORITIZING NEEDS

When a Task Force has completed its identification of needs in the area it was charged to assess, it should prioritize those needs. This facilitates the rest of the planning process.

The criteria used in determining priority ranking include

1) extent of discepancy between ideal and status quo;
2) accuracy of data on which the determination of the need has been based;
3) cost/effectiveness involved in meeting the need;
4) effect which satisfying this need will have on meeting other needs listed;
5) criticality of need;
6) feasibility of satisfying need.

On the next page is a sample Priority Needs Ranking Chart for your use.

PRIORITY NEEDS RANKING CHART

(1) Low, to limited degree, slight	(2)	(3)	(4) High, to a great extent, much

NEED: Establish programs to teach adults to read

(A) What is the extent of gap between the facts (what is) and the ideals (what ought to be)?

(B) How accurate (consistent with facts) is the data on which the determination of this need is based?

(C) What degree of effectiveness for dollars spent is likely if this need is satisfied? Cost/ Effectiveness

(D) To what extent would the satisfying of this need aid the satisfying of other needs on the list?

(E) In comparison to the other needs, what is the degree of criticality of this need?

(F) Considering time, cost, and other constraints, how feasible is satisfaction of this need?

To assist you in completing your needs assessment, instruments addressing the following topics have been included:

Reading Program Assessment Scale

Student Reading Attitute Survey

Assessment Chart - Adult Literacy

Community Resources Assessment Charts
(Emphasis Adult Literacy)

READING PROGRAM ASSESSMENT SCALE

	4	3	2	1
I. Planning and Management				
A. The program was derived from data on:				
1. Deficits in pupil's performances				
2. A variety of instructional approaches and instructional techniques				
3. The way pupils were grouped				
4. The instructional materials				
5. The support personnel				
6. The physical facilities				
7. Pupil's dislike toward reading				
8. The existing diagnostic-prescriptive procedures				
9. The extent of community involvement				
10. An information control and communications component was provided and kept up-to-date for the program (e.g., the Status and Reporting Center Kit was displayed throughout the school year).				

High Low
4 3 2 1

	4	3	2	1
B. The following people were involved in planning.				
1. Classroom teachers				
2. Parents and other concerned adults				
3. Principal, Director, other staff members				
4. School or district reading specialists				
5. Central office administration				
C. The management included:				
1. A time-task allocation chart				
2. An itemized budget analysis				
3. Staff development in-service training				
II. Goals and Objectives				
A. A variety of interested persons had an opportunity to contribute to program goals.				
1. Teachers				
2. Principal/Director				

High Low
4 3 2 1

	4	3	2	1
3. Parents				
4. The school or district reading specialist(s)				
5. Pupils				
6. Other staff members				
7. Community members				
B. A comprehensive set of goals and specific instructional objectives have been formulated.				
1. Outcome statements are derived from needs assessment findings.				
2. Accomplishment of performance objectives is absolutely essential to student reading score improvement.				
3. Accomplishment of process objectives is absolutely essential to student reading score improvement.				
4. The amount of time spent on any task in the program is directly related to the importance of its associated objectives.				

High			Low
4	3	2	1

	4	3	2	1
5. Projected outcomes and stated objectives adequately cover the cognitive areas essential to reading improvement (e.g., word recognition, comprehension, etc.).				
6. Projected outcomes and stated objectives adequately cover the affective areas essential to reading improvement (e.g., requesting additional reading materials, increased library participation decreased absenteeism, etc.).				
7. Objectives are evaluated on an interim basis (e.g., checked at designated times or intervals).				
8. Projected outcomes and stated objectives adequately cover the psychomotor area (e.g., manipulative and motor skills).				
III. Instruction				
A. The following tasks are done by the staff:				
1. Screening or diagnostic survey instruments are used to locate each pupil's major strengths and weaknesses in language and reading growth.				

High Low
4 3 2 1

	4	3	2	1
2. Each pupil's program is designed to determine the best learning style for his difficulty, and learners are grouped differently for instruction in each skill area according to their varying levels of skill attainment and appreciation.				
3. Whole class instruction is used.				
4. Each pupil's attitude toward reading is gauged by observations and quizzes or assessments.				
5. Assessments are made as to whether speech and reading difficulties are caused by linguistic interference from another language or dialect.				
B. The staff provides instruction addressing language and reading skills in the following ways:				
1. Reading comprehension/word recognition				
2. Verbal expression (written/oral)				

High Low
4 3 2 1

	4	3	2	1
C. The staff uses a variety of reading approaches.				
1. Meaning emphasis				
2. Linguistics				
3. Modified alphabet				
4. Language experience (building language skills from pupils' everyday experience)/responsive environment				
5. Programmed learning				
6. Individualized reading				
D. The staff utilizes different methods and techniques for teaching reading.				
1. Programmed instruction is used.				
2. Instructional TV/taped listen-and-look techniques are used.				
3. Discussion groups, gaming/simulation are used.				

High Low

4 3 2 1

	4	3	2	1
IV. Staff				
A. Varying types of staff are used in support of the reading program.				
1. Professional classroom personnel (credentialed).				
2. The classroom teacher is assisted by a team teacher or specialist.				
3. The classroom teacher is assisted by a paraprofessional aide.				
4. The classroom teacher is assisted by student aides or peer aides.				
5. The program is assisted by central office administrative/ supervisory personnel.				
6. The program is assisted by special resource personnel (diagnostician, school psychologist, reading consultant, other specialists).				
B. Staff and support services personnel have instructional competence.				
1. They are aware of different linguistic approaches to reading.				

High			Low
4	3	2	1

	4	3	2	1
2. They understand the development of early language and perceptual skills.				
3. They understand the varied instructional techniques.				
4. They understand the student with a special linguistic background.				
5. They understand the range of student attitudes toward school.				
6. They engage in joint educational planning to achieve performance objectives.				
7. They participate in activities that are geared toward professional growth (e.g., conferences, meetings, university/college classes, etc.)				
V. Staff Development				
The in-service education program is broadly conceived and continuously utilized.				
A. The majority of the staff participated in the development of the program.				

High Low
4 3 2 1

	4	3	2	1
B. Outside consultants and technical assistants were used in the development of the program.				
C. The in-service program is task- and needs-oriented.				
D. The majority of the staff attends the in-service program activities.				
VI. Materials and Facilities				
A. The educational setting is conducive to meeting stated objectives.				
1. Space is available that is suitable for instructional and assessment activities by individuals, small groups, and large groups.				
2. There is adequate lighting in the classroom and study areas.				
3. There are safeguards for the control of noise.				
4. Services are provided to remediate the physical factors that reduce the pupil's learning potential.				

High Low
4 3 2 1

	4	3	2	1
B. The materials of instruction are varied and appropriate to the instructional objectives of the reading program as well as to the developmental needs of the learners.				
1. Developmental reading instruction materials are used (basal and multi-level series, workbooks, tests, charts).				
2. Reading games, devices and programmed aids are used.				
3. Free, independent recreational reading materials are used (classroom library books and periodicals, school library books, periodicals, newspapers, supplementary books, paperbacks, etc.).				
4. Audio-visual instructional materials are used (films, filmstrips, TVs, tape recorders, radios).				
5. Teacher-made reading instructional aids are used (charts, bulletin boards, worksheets, illustrations, reading stations, etc.).				

High Low
4 3 2 1

	4	3	2	1
6. The school library, classroom library, or multi-media center functions as an integral part of the reading instructional program, and services include materials for individualized, developmental, and remedial reading.				
VII. Leadership Development				
A. The site administrator's knowledge and skills in leadership development for reading are being enlarged.				
1. Site visits are made to known exemplary programs.				
2. Special training seminars or workshops are attended.				
3. Personal study is made of reading programs.				
4. There is attendance at state, regional, or national reading conferences.				
5. Visits within the school are made during reading instruction.				

High			Low
4	3	2	1

	4	3	2	1
B. The reading specialist's knowledge and skills in leadership development for reading are being enlarged.				
1. Site visits are made to known exemplary programs.				
2. Special training seminars or workshops are attended.				
3. Personal study is made of reading programs.				
4. College or university credits related to reading are being earned.				
5. There is attendance at state, regional, or national reading conferences.				
6. Visits within the school are made during reading instruction.				
7. Materials designed to improve effectiveness in staff development in reading are prepared and/or demonstrated.				

High Low
4 3 2 1

VIII. Community Involvement

Parents and the general community were involved with the following activities:

	4	3	2	1
A. needs assessment				
B. program planning				
C. program implementation				
D. program evaluation				
E. newsletter				
F. announcements by mass media				
G. special community meetings				
H. parent adult classroom visitations				
I. Community people were recruited as tutors or volunteer aides.				
J. Community people were involved in evaluation activities.				
K. Tutors or volunteer aides assisted with reading instruction.				
L. Training sessions were held for aides who work in the program.				
M. Community people served as interpreters or liaisons to community groups.				

High			Low
4	3	2	1

IX. Program Evaluation

	4	3	2	1
A. Evaluation of the reading program is being carried out as an ongoing function.				
1. Written evaluation results are returned to teachers on a systematic basis.				
2. Teachers are provided assistance in interpreting evaluation data.				
3. In the evaluation, student actual outcomes were compared with intended outcomes (objectives).				
4. In the evaluation, actual teacher outcomes were compared with intended outcomes (objectives).				
5. The evaluation of program process objectives compared implemented processes with intended processes.				
6. The evaluation assessed the degree of both process and preexisting variables that contributed to the program outcomes.				
7. Both technical and layman evaluation reports are disseminated to their prospective audiences.				

High Low
4 3 2 1

	4	3	2	1
B. Information used in evaluation of pupil progress or program effectiveness comes from a variety of sources and techniques.				
1. Classroom records are maintained for evaluation purposes.				
2. Teacher-developed tests and worksheet exercises are used.				
3. Standardized reading tests are used.				
4. Criterion-referenced tests are used.				
C. Reading evaluation includes an assessment of the extent to which pupils use the skills they possess (e.g., reports are kept on the number and types of literature read, based on information from teacher, librarian, pupil and/or parent).				

High			Low
4	3	2	1

D. Teachers' competence in and attitudes toward reading instruction are assessed.

1. Measures of teacher attitudes are used.

2. Measures of teacher competence in and knowledge of the teaching of reading are used.

4	3	2	1

High Low
4 3 2 1

A SCALE TO MEASURE ATTITUDES TOWARD READING[3]

by
Thomas H. Estes

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Reading is for learning but not for enjoyment.					
2. Money spent on books is well-spent.					
3. There is nothing to be gained from reading books.					
4. Books are a bore.					
5. Reading is a good way to spend spare time.					
6. Sharing books in class is a waste of time.					
7. Reading turns me on.					
8. Reading is only for grade grubbers.					

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[3] Journal of Reading, November, 1971, pp. 135-138, International Reading Association, Newark, Delaware

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9. Books aren't usually good enough to finish.					
10. Reading is rewarding to me.					
11. Reading becomes boring after about an hour.					
12. Most books are too long and dull.					
13. Free reading doesn't teach anything.					
14. There should be more time for free reading during the school day.					
15. There are many books which I hope to read.					
16. Books should not be read except for class requirements.					
17. Reading is something I can do without.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
18. A certain amount of summer vacation should be set aside for reading.					
19. Books make good presents.					
20. Reading is dull.					

ESTES ATTITUDE SCALE
ADMINISTRATION AND SCORING

The following directions will be helpful to those who wish to use the scale in its present form.

1. Reproduce the scale.

2. Students should be assured that the manner in which they respond to the scale will not possibly affect their grade or standing in the course.

3. Notice that some items are positive statements and some are negative. Responses to these items will differ in value. (To "agree" to a positive statement is to reflect a positive attitude, whereas to "agree" to a negative statement is to reflect a negative attitude.) The following table should therefore be referred to in scoring.

4. With practice, the scorer can mark the negative items just prior to scoring and assign the proper value to each item at a glance.

5. The student's total score is a quantitative reflection of his/her attitude toward reading.

6. By administering the scale on a pre and post (October and May) basis, the teacher can note changes in attitude toward reading by subtracting the early score from the later one.

Items		Response Values				
		A	B	C	D	E
The negative items	Nos. 1, 3, 4, 6, 8, 9, 11, 12, 13, 16, 17, 20	1	2	3	4	5
The positive items	Nos. 2, 5, 7, 10, 14, 15, 18, 19	1	2	3	4	5

ASSESSMENT CHARTS
ADULT LITERACY

Listed below are some of the factors in the adult population which you may want to study. Obtaining as much of this information as possible would help determine adult reading needs and the kinds of programs that should be available to meet those needs. Much of this data can be collected from existing sources.

1. Extent of illiteracy
   Number and % of adults who are functionally illiterate
   Degree of reading problems - % of adults reading below average
2. Unemployment rate - given in %
3. Social welfare rate - given in %
4. Dropout rate - given in %
5. Income level - given in % at various levels
6. Ethnic distribution
7. Availability of adult education classes in reading and enrollment in those classes
8. Degree of involvement of residents in the community who serve in a voluntary capacity.
9. Adults using the public library - given in %
10. Involvement of business and industry
11. Cooperative programs with community colleges and universities
12. Organizations that can contribute to an adult program

WORKSHEET
PROFILE OF THE ADULT POPULATION

1. What percentage of adults and out-of-school youths have not finished elementary or secondary school?

Number or percent of adults who did not complete the 8th grade__________________

Number or percent of adults who did not complete the 12th grade_________________

Number or percent of out-of-school youths 16-18 years old who did not complete the 8th grade______________________

Number or percent of out-of-school youths 16-18 years old who did not complete the 12th grade_____________________

2. Of these people, what is the age range and sex breakdown?

	Number or percent who did not complete 8th grade		Number or percent who did not complete 12th grade	
Age	Male	Female	Male	Female
16-20				
21-35				
36-55				
55 and over				
Total				

3. What is the ethnic distribution by age and sex in the adult population? By number or percent.

	Anglo		Black		Native American		Oriental		Spanish Speaking		Other	
Age	M	F	M	F	M	F	M	F	M	F	M	F
16-20												
21-35												
36-55												
55 and over												
Total												

4. What are the estimated income levels of adults to be served? By number or percent.

Income	Number or Percent
Below $3,600	
$3,600 - $6,999	
$7,000 - $9,999	
$10,000 - $14,999	
$15,000 - $20,000	
Over $20,000	

5. What kinds of jobs do the adults to be served have? By number or percent.

Occupation	Number or Percent
Professional	
Technical Workers	
Officials	
Managers	
Sales Wokers	
Clerical Workers	
Craft Workers	
Operatives	
Laborers	

WORKSHEET
COMMUNITY RESOURCES FOR ADULTS

List all of the available human, material and financial resources that could be tapped to help provide adult reading programs. These resources could come from educational institutions, public, social and welfare agencies, organizations, business and industry, etc.

Agency, institution or organization with the resource	Kind(s) of assistance available	Condition for service	Contact person: Address and Telephone number
1.			
2.			
3.			
4.			

INVENTORY OF COMMUNITY RESOURCES

	Provides teachers--indicate number	Provides funds--amount	Provides materials (specify)	Provides facilities (describe)	Provides other services (specify)	Provides volunteers/tutors (number)	Acts as source of recruitment	Provides publicity	Provides staff training
Local education agencies (schools, ABE programs, etc.)									
Federal programs (specify)									
Public Library									
Community agency or organization (specify)									
Local business/industry									
Labor organization									
Local media (newspapers, TV, radio--specify)									
College or university									
State agencies or programs									

STEP FOUR:
Problem Analysis

Upon completion of the discrepancy analysis, possible causes of the discrepancy between the ideal and current status should be determined. This is a significant step in eradicating the problem. Be sure to

enumerate all areas related to a problem

identify the specific constraints or difficulties in each related area which may be contributing to the problem.

Problem Analysis Worksheet--Causes

Directions:
1. State the problem.
2. List all areas related to the problem.
3. Identify the specific constraints for each related area which may be contributing to the problem.

Problem: ____

____

Related Areas: ____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

Related Areas	Possible Causes (Constraints)

SAMPLE

Problem Analysis Worksheet--Causes

Directions:
1. State the problem.
2. List all areas related to the problem.
3. Identify the specific constraints for each related area which may be contributing to the problem.

Problem: 50% of students are reading two or more grades below expectancy.

Related Areas: Curriculum, Students, Staff, Materials, Facility, Administration, Organization for Instruction, Community

Related Areas	Possible Causes (Constraints)
Curriculum	a. Haphazard; not organized b. No articulation between grade levels
Students	a. Survey indicates negative attitude toward reading in a majority of students.
Staff	a. Limited preservice training in reading b. No planned inservice in reading
Materials	a. Lack of individualized learning materials

Related Areas	Possible Causes (Constraints)
Facility	a. The new building poses no problems
Administration	a. District administrators and Board of Education view reading as a priority
Organization for Instruction	a. Heavy class load allows little preparation time
Community	a. Limited involvement of the community in school activities.

STEP FIVE:
Generation of Alternatives

After the possible causes of problems have been identified, the Task Force should have a "brainstorming" session to suggest alternative solutions to identified problems. "Brainstorming" is an attempt to generate a large number of ideas in an open and free environment. No suggestion is rejected. All possibilities are considered. Hopefully the use of this technique will stimulate creativity and the free expression and exchange of ideas.

At this point the Task Force might develop general plans to implement a selected number of suggested alternatives. Previously identified need statements could be translated into a goal statement. Suggested solutions to problems could become objectives to reach the stated goal. A preliminary list of activities for each objective might also be generated.

STEP SIX:
Prioritize and Cost Out Each Objective

Because it is unlikely that a local Right to Read effort would be able to undertake all program alternatives before it, all available options should be prioritized. The criteria for prioritizing options should be 1) feasibility, which is the likelihood of manageability or utilization and 2) budget, or the cost involved in implementation. A knowledge of available community resources would be very helpful at this time, because tapping existing resources could increase a program's feasibility and decrease its cost.

A worksheet has been provided on page E87 to assist in rating the feasibility of six program components. Space is allotted for the inclusion of additional components.

When utilizing the chart be sure to identify the resource or reason which makes each component feasible or nonfeasible.

Definition of Terms:

Community Receptivity -- Will the community be supportive of a program of this nature? For example, the establishment of a preschool program by the school district might not be feasible in an area which strongly regards early childhood education as the responsibility of the home.

Administration Receptivity -- Will the administration be supportive of a program of this nature? A program which directly contradicts the policy of the Board of Education would not be feasible.

Staffing -- Does the program make reasonable demands on staff time? Will substantial members of new staff be required to implement the program?

Materials -- Can the materials necessary be borrowed from other sources or developed locally? If materials must be purchased, is it likely that funds can be acquired for that purpose, possibly through a state or federal grant?

Facilities -- Can space be found in existing facilities to house the program? Remember to consider all possible sites within a community and not just the school buildings.

Program Organization -- Is it likely, given existing resources and support, that this program will function smoothly and effeciently? Will clerical help be provided if necessary? Has a formal structure of authority been established through which activities would be arranged, defined and coordinated?

On the following pages you will find a worksheet you can use to help determine the feasibility of alternative program strategies.

Feasibility Worksheet

Alternative: ______________________

F=Feasible
NF=Not feasible

Component	Feasibility	Resource or Reason
Community Receptivity	F NF	
Administration Receptivity	F NF	
Staffing	F NF	
Materials	F NF	
Facilities	F NF	
Program Organization	F NF	

Feasibility Worksheet

Alternative: Establish a Preschool Program

F=Feasible
NF=Not Feasible

Component	Feasibility	Resource or Reason
Community Receptivity	F NF	Parent attitudes toward preschool education are very positive as revealed in the Right to Read Survey
Administration Receptivity	F NF	Preschool education is a priority of the Board of Education
Staffing	F NF	Tight monies may cause staffing problems. Funding sources outside the district must be sought. Community resources and state and federal grants might provide some help.
Materials	F NF	Can be developed with volunteer resources
Facilities	F NF	Space presents no problem
Program Organization	F NF	The district is willing to undertake organizational responsibilities.

COST ANALYSIS FOR PROPOSED PROGRAM

The purpose of this chart is to focus consideration on personnel and materials in addition to available resources which may be needed to carry out the alternatives suggestive for the program. By completing this chart, you will be able to estimate the personnel and other costs for each alternative selected. Attention is directed to two areas: 1) instructional personnel needed to implement action for achieving each alternative and 2) costs of additional staff time, materials, and supplies necessary. Changes may involve reallocation of existing resources. No additional funds may be required.

Do you have a sufficient number of staff members to do the job? For each alternative you will need to answer this question for both professional and support staff. Will you need additional work days for staff inservice and curriculum planning? Your personnel office should be able to help you estimate these costs. Do you have the professional books you need and other materials for staff development? Will you need consultative services? If you will, make an estimate of what you will need and the cost.

Your totals will help you determine whether each alternative is realistic at the present time as you consider its cost in relationship to resources available. The completed chart may help you justify requests for additional allocations for your program.

COST ANALYSIS CHART

Alternative:

Staffing

Can this alternative be implemented with existing staff? _____ yes _____ no

If no, how many additional professional personnel are needed?
Number of people _______
Estimated annual cost _______

If no, how many additional support personnel are needed?
Number of people _______
Estimated annual cost _______

How many volunteers are needed?
Number of people _______

Inservice Training

Should additional work days be set aside for inservice education and/or curriculum work? _____ yes _____ no

If yes, how many days are needed?
Number of days _______
Number of staff involved _______
Estimated cost _______

How much time is needed to plan and implement inservice programs for staff and volunteers?
Number of days _______
Estimated cost _______

Materials and Supplies

Are additional materials and supplies needed?
_____ yes _____ no

If yes, how much will they cost?
Estimated cost _______

Facilities

Are additional facilities needed?
_____ yes _____ no

If yes, how much will they cost?
Estimated annual cost _______

Other

Are other expenses anticipated?
_____ yes _____ no

If yes, itemize them below.

TOTAL COSTS

Transfer dollar amounts from the cost analysis sheets.

	Annual Costs	One-time Costs
STAFFING		
Professional		
Support		
INSERVICE TRAINING		
Staff inservice		
Planning and implementation		
MATERIALS AND SUPPLIES		
FACILITIES		
OTHER		
TOTAL COSTS		

STEP SEVEN: SELECTION OF POLICIES AND PROGRAMS

After needs and resources have been identified and alternative program strategies have been evaluated, the one or two top priorities can be selected by the Advisory Council. These priorities represent specific Right to Read programs or projects which will be undertaken during the next one to five years. Each year new programs might be added if necessary and possible. Existing projects can be continued, altered, expanded or disbanded.

STEP EIGHT:
Implementation

If the Right to Read Advisory Council and its Task Forces have adhered to the generic planning model, they will have all of the background information needed to implement the programs selected as priorities. Because haphazard, uncoordinated implementation can negate all of the previous work that has been done, activities must be planned and carried out in a systematic way.

The components of an accomplishment plan are as follows:

> Goal statement - Acknowledgement of a general desired end.
>
> Objectives - Enumeration of more specific desired outcomes that lead ultimately to the accomplishment of the goal.
>
> Activities - Steps that must be taken to complete program objectives. Detailed information for each activity should be available.

Here is an example of how a goal, an objective, and an activity statement might look:

Goal: The improvement of community literacy opportunities from the preschool through the adult level.

Objective: By ________________, a parental education program for people in ________________ community having preschool and primary grade children will be established.

Activities:

Determine the perceived needs of parents who want to help their children with reading.

Outline an instructional strategy using newsletters, group training sessions for parents, specially prepared games and materials, one-to-one work, etc.

Select locations for training sessions.

Choose resource people to help with the training.

Obtain the commitment of people willing to write parental education newsletters, newspaper articles and brochures.

Etc.

FORMAT OF AN IMPLEMENTATION PLAN

Below is a description of the items which should be included in an implementation plan. This is followed by a sample planning format.

Objective: A specific statement of a desired outcome

Activity: A step which must be taken to accomplish the objective

Completion date: A realistic date by which each activity should be completed

Person(s) responsible: An individual or group in charge of doing the activity

Staffing: The amount of time needed by paid staff to complete the activity. Volunteer time could also be itemized here.

Documentation: Products which result from completion of the activity

Constraints/Considerations: Obstacles or special considerations which should be kept in mind during the implementation of the activity

SAMPLE FORMAT
PROGRAM IMPLEMENTATION PLAN

OBJECTIVE:

Activity	Completion Date	Person(s) Responsible	Staffing	Documentation	Constraints/ Considerations

OBJECTIVE: By _______________, a parental education program for people in _______________ community having preschool and primary grade children will be established.

Activity	Completion Date	Person(s) Responsible	Staffing	Documentation	Constraints/ Considerations
Determine the perceived needs of parents who want to help their children with reading	Feb. 15	Local Right to Read director and Parental Education Task Force of the Advisory Council	10 hours paid staff 75 hours volunteer	Needs statement	
Outline an instructional strategy	March 15	"	4 hours paid staff 12 hours volunteer	Written instructional plan	
Select locations for training sessions	April 1	"	3 hours volunteer	List of locations	Adult education centers and the public library are available at no cost.

Activity	Completion Date	Person(s) Responsible	Staffing	Documentation	Constraints/ Considerations
Choose resource people to help with the training	April 1	Local Right to Read director and Parental Education Task Force of the Advisory Council	1 hour paid staff 5 hours volunteer	List of resource people	Teachers and experienced parent volunteers can be used here
Implement training sessions	April 15-May 30	"	30 hours paid staff 10 hours volunteer	Agendas and evaluations	
Publish newsletter, brochures and newspaper articles	On-going	Local Right to Read director	45 hours volunteer	Printed materials disseminated	Money for printing must be obtained
Etc.					

STEP NINE:
Evaluation

Key Questions

1. What techniques can be used to determine if the desired product or ends have been met and if the process used was valid and effecient?
2. Is there provision for assessing staff, student, and community reaction to the program?
3. Based on the evaluation, what are the implications for program modification, expansion, continuation or discontinuation?
4. If changes appear to be necessary, what are the alternatives?
5. If this program is continued or adapted in another location, what should be done differently?

Evaluation is the last step in the generic planning process. But it is also the beginning of the second cycle through the system. Because program planning, implementation, evaluation and modification are on-going, they follow a circular rather than a linear structure. This process keeps educational programs viable and responsive to changes in the program and its environment.

The evaluation becomes the assessment step of the next planning and implementation process. It then makes a vital rather than a static contribution to program development.

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Roles and Responsibilities

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Providing Nourishment

In an influential position, during the period of Progress, remain gentle and wisely cautious. Do not move hastily to make the most of the moment. A sufficiency is enough. At the river edge, quench your thirst but do not try to drink the whole river.

SECTION F

ROLES AND RESPONSIBILITIES
INTRODUCTION

This section has been written with a focus on the roles and responsibilities of school district personnel as they relate to the development of a local Right to Read program. It does not include an enumeration of the roles and responsibilities of the local Right to Read director. The entire manual does that, really.

In addition, various community agencies, institutions and organizations and their staffs or members have been omitted. An entire section of the manual is devoted to Right to Read and the Community. The omission of specific community service agencies from this section should not be inferred as lack of awareness of the contribution they can make.

Included here is a series of narratives describing how various people working in or with a school district can help implement a local Right to Read program. Each narrative is followed by a self-evaluation checklist. You may want to duplicate the narratives and checklists for distribution to the various staff members. The following people and positions are part of this section:

The Classroom Teacher
The Library/Media Specialist
The Reading Resource Specialist
The Principal
The Superintendent
The Board of Education

THE CLASSROOM TEACHER
AND
RIGHT TO READ

The classroom teacher can be the single most important school factor influencing student progress. The curricular design, school facility, pupil-teacher ratio, socio-economic level of the student population and collection of available instructional materials and equipment are all relevant. It is up to the teacher, however, to prevent and remediate failure to acquire literacy skills. Every teacher can have a beneficial effect on student self-concept, motivation to read for informational and recreational purposes and development of expertise in reading and communicating.

Content area teachers are continually challenged to help their students read, interpret and respond to printed material. Often they have not received any special training in how to help students who come to their classes unable to understand the textbook and other supportive materials.

There are five main ways in which every teacher can enhance literacy development in his/her classroom. The following narrative describes each. It is accompanied by a self-evaluation form that can be used to help you explore all of the avenues for bringing the Right to Read into your classroom. Listed below are the five broad areas to be considered:

I. Evaluation of student literacy abilities and attitudes
II. Development of literacy skills
III. Development of a positive attitude
IV. Utilization of instructional materials
V. Professional growth

I. Evaluation of student literacy abilities and attitudes

It will be necessary for you to determine first the interests and abilities of your students. Standardized test scores already on file can provide you with normed data for your students. From this you can gain an overview of each of your classes.

But that is not enough to help you make decisions about individual strengths and weaknesses. Informal reading inventories, interest inventories, attitude tests and classroom observation can assist you in discovering valuable information about each student's present level of development. Be sure to remember that self-concept, attitude, interest and motivation to learn can be as influential on student achievement as aptitude. These considerations should not be overlooked as possible strengths or weaknesses.

II. Development of literacy skills

Years of study and research continue to underscore the fact that there is no one "best" approach to teaching reading. Individual differences in student attitudes and aptitudes, learning materials, educational philosophies and instructional strategies all influence the way literacy skills can be taught or reinforced.

It is essential that every teacher understand the reading and communication process. This involves being able to measure the reading difficulty level (readability) of materials being used, determine the discrepancy between the skill development of students and the materials they use daily and devise ways to alleviate this discrepancy as much as possible. Because it is often unreasonable to request adoption of a new textbook if you discover that the one you are using is too difficult for many of your students, you might want to explore ways to teach your classes special study skills and to supplement the textbook with easier instructional materials.

III. Development of a positive attitude

Each student's beliefs about his/her own learning abilities, perception of teacher expectation of performance and desire to attend school all affect how much is learned. Student attitudes about school are influenced by the home environment, perspectives of family members and peers and the past experiences the student has had in school. Often achievement in literacy is hampered more by one's belief that he/she is not able to--or does not want to--read and communicate than it is by actual intellectual inability to do so.

Classroom teachers can consciously build positive attitudes in students. By individualizing instruction as much as possible, making classroom activities interesting and meaningful and reinforcing success, teachers can affect student motivation. Informing parents of their important role at home and involving them in significant school activities also can affect student attitudes.

IV. Utilization of instructional materials

Students learn in a variety of ways. Some learn best by listening, others by observing, others by doing, and still others by a combination of all of the above. Ideally, materials should be available in a wide range of formats. Your library/media specialist can be of service to you both in selecting and purchasing materials. Obviously, the "best" materials will be those that most nearly meet the objectives of the class as well as the individual learning style of the student.

If commercially prepared materials do not meet your instructional objectives, try making your own with the assistance of your media specialist. Many students enjoy the opportunity to produce audiovisual aids. This can provide you with valuable teaching aids while offering the student a worthwhile learning experience.

Time can be set aside during class to allow students to explore materials containing further information about subjects related to the unit being studied. Classroom collections can be made available in the room, or students could go to the library/media center to do research. Free reading time could also be designated one or more times during the week for informational or recreational reading.

V. Professional growth

Many classroom teachers have never had a college or university course teaching the fundamentals of reading. However, there are many ways in which teachers can increase their understanding of the reading process.

One of the most effective ways is, of course, enrollment in an extension or on-campus reading course. Using professional books and journals, attending workshops and conferences, joining professional associations and encouraging the establishment of a series of inservice sessions on reading and literacy are all effective ways of fostering professional growth.

SELF-ASSESSMENT FORM
THE CLASSROOM TEACHER AND RIGHT TO READ

Directions: Read each of the items in the five major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Evaluation of student literacy abilities and attitudes						
A. Be familiar with materials and methods of evaluating student literacy abilities and attitudes.						
B. Use the data collected to determine student strengths and weaknesses.						
C. Continually assess student achievement and interest in literacy.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
D. Observe individual student progress or changes in knowledge and attitudes.						
II. Development of literacy skills A. Know about the reading process.						
B. Be familiar with the literacy and study skills needed to learn your subject area.						
C. Organize your instructional strategy to accommodate individual student literacy needs.						
D. Know ways to determine the reading difficulty level (readability) of textbooks and materials used in your class.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
E. Use special techniques to help students develop literacy skills necessary to learn the content of your course.						
III. Development of a positive attitude A. Cooperate with fellow teachers, administrators, the librarian/media specialist and the community.						
B. Create a pleasant learning environment in your classroom.						
C. Help establish harmonious social relationships within the classroom by encouraging and reinforcing student interaction that leads to learning.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
D. Invite ways in which students can be made aware of new interests and values.						
E. Encourage the development of an enthusiastic attitude toward reading and literacy.						
F. Help students clarify and deal with feelings through observation and interaction.						
IV. Utilization of instructional materials A. Provide a variety of types and levels of reading and instructional materials.						
B. Search for new, more effective materials and methods.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre-hensive	Ade-quate	Inade-quate	None	Need Assis-tance	Would Provide Assis-tance
C. Schedule time for supplementary reading and study by students.						
D. Select or produce instructional materials in many formats.						
V. Professional growth A. Enroll in college or university courses dealing with literacy instruction.						
B. Join and participate in professional organizations.						
C. Attend workshops, conferences and inservice sessions.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
D. Keep current with trends and issues in literacy through professional readings.						

SCHOOL LIBRARY/MEDIA PERSONNEL
AND
RIGHT TO READ

As a librarian or media specialist, you are in the perfect position to serve as a valuable link between students and print/non-print materials, between classroom teachers and print/non-print teaching aids, between students and teachers, between students and students, and, perhaps most importantly, between your school and the community.

This liaison function underscores the important contributions the media specialist can make to improve literacy opportunities in the school. As an essential member of the reading and literacy team, the librarian can work closely with reading specialists, classroom teachers and students. School library/media personnel are in a position to help identify student interests, reinforce or motivate the desire to read and encourage the development of positive reading habits.

Recently all local Right to Read directors in Illinois and the library/media personnel in Right to Read schools were surveyed to determine what they believed should be the role of school media services in a local Right to Read effort. Six areas of service, all centering on cooperative activities, received the support of a large majority of those questioned.[1] They are listed and discussed below.

I. Acquisition of Materials

It is important to build a media collection with a variety of materials, some which challenge the most advanced student and others which encourage the slow and reluctant reader. Media specialists can support the development of Right to Read in the school by asking teachers and students for their suggestions or evaluation of materials being considered for purchase.

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[1] Kathryn Greenwood, "The Role of School Media Services in the Illinois Right to Read Program" Master's thesis, Southern Illinois University, Carbondale, 1975.

Media personnel should be familiar with the school's curriculum: textbooks, teaching practices, units of study and special classroom activities. Visiting and having conferences with fellow faculty members can offer valuable insights and opportunities to provide enrichment materials for class activities. Ninety-five percent of those responding to the questionnaire felt that the media staff could help Right to Read through the acquisition of well-selected materials.

II. Service to the Local Right to Read Advisory Council and other Committees

The librarian's knowledge of the development, organization and uses of instructional media can be a great asset to the Right to Read effort. The local Right to Read directors surveyed offered strong support for the involvement of library/media personnel in Right to Read Advisory Council activities. Other school work groups, such as curriculum or inservice education committees, also need the cooperation and advice of the media staff. Because the school media center can and should serve as the hub of all learning activities in the school, its staff should be represented in as many educational endeavors as possible.

III. Utilization of facilities

Media center facilities can be used for individual student use, small group work or large group activities. Students, faculty and administrators can spend time there reading, doing independent study, using instructional materials and equipment, producing media and preparing for class. School committees and community groups might also find the media center to be a quiet, enjoyable place to meet and work during or after school hours.

IV. Dissemination of information and materials

After materials have been selected and acquired in the media collection, many strategies can be used to inform students and faculty of their availability. Bulletin boards, newsletters, informational handouts, subject-oriented book and materials lists and special displays can encourage the circulation of materials.

Classroom teachers and tutors frequently request lists of materials on a subject by grade levels. Although the publisher's notation of a book's reading level may not always be accurate, it offers a good starting point. Readability formulas are plentiful and easy to administer if you wish to do your own measure of the reading difficulty of materials.

V. Inservice and staff development activities

The media staff can contribute in many ways to inservice sessions for teachers, tutors and volunteers. Workshops might focus on topics such as storytelling, materials production, use and maintenance of audio-visual equipment, new materials and services offered by the media staff. Teachers involved in Right to Read could cooperate with the librarian in planning and conducting a series of inservice sessions on literacy.

VI. Utilization of materials

Because no two individuals learn in an identical way, the librarian's knowledge of the effective use of print and non-print materials can provide the classroom teacher with valuable help. Advice on how various instructional materials accommodate differing learning styles is always welcome and needed.

SELF-ASSESSMENT FORM
SCHOOL LIBRARY/MEDIA PERSONNEL AND RIGHT TO READ

Directions: Read each of the items in the six major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Acquisition of materials A. Involve students and faculty in the selection of materials.						
B. Select a variety of types and levels of instructional materials.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre-hensive	Ade-quate	Inade-quate	None	Need Assis-tance	Would Provide Assis-tance
C. Keep in mind the role the library/media center plays in providing recreational reading opportunities as well as in reinforcing the curriculum.						
II. Service to the Local Right to Read Advisory Council and other committees						
A. Participate in curriculum, textbook adoption and instructional program committees.						
B. Serve on the local Right to Read Advisory Council.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
C. Provide assistance for inservice education committees.						
D. Be aware of formal and informal efforts for teachers, administrators, students and parents to work in groups on instructional or recreational activities.						
III. Utilization of facilities A. Use all areas of the library/media center to their best advantage.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre-hensive	Ade-quate	Inade-quate	None	Need Assis-tance	Would Provide Assis-tance
B. Arrange for the center to accommodate individual, small and large group work.						
C. Make the center an inviting place for teachers and students to spend time.						
D. Allow the center to be used for school committees and community group meetings.						
E. Open the center for use by the community if their needs are not being met by a public library.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
IV. Dissemination of information and materials A. Announce the arrival of new acquisitions.						
B. Make classroom collections of materials on special topics available to teachers upon request.						
C. Display materials throughout the school, in the cafeteria, display cases, the faculty workroom, etc.						
D. Keep teachers informed of books and articles for professional reading.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre-hensive	Ade-quate	Inade-quate	None	Need Assis-tance	Would Provide Assis-tance
E. Work with the staff of the local newspaper to prepare feature articles on materials and equipment now being used in schools or on literacy-related service provided by the library/media center.						
F. Disseminate lists of reading materials and the difficulty levels of each.						
V. Inservice and staff development activities A. Help plan inservice sessions for teachers, tutors and volunteers.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
B. Offer to conduct inservice workshops on media-related topics such as storytelling, materials production and equipment maintenance.						
C. Provide library/media center materials, equipment, facility and staff for the implementation of staff development activities.						
D. Hold a series of parental education programs after school or at night in the library/media center.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
VI. Utilization of materials A. Work with teachers to help make them aware of the most effective way of using print and non-print materials.						
B. Be sure to underscore how recreational reading on a topic related to what is being studied can provide learning experiences in the same way that reading for information does.						
C. Help teachers select materials best suited to the reading level of each student.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
D. Find out if there is a need to circulate materials to the community. If so, assess whether the collection is large enough to provide such a service and determine the willingness of the administrators to begin such an activity.						

The Reading Resource Specialist: District-Level or Building-Level

Curriculum directors, assistant superintendents or subject area specialists can stimulate interest in a new priority or instructional focus. Recently the emphasis on reading instruction has been shifted back to the classroom teacher, with less dependence on the remedial reading teacher. Reading resource specialists at the district level or building level are working with classroom teachers to coordinate and integrate communication skills into the entire curriculum. This section will focus on the roles and responsibilities of these specialists, although they could be generalized to anyone on the curriculum development staff.

There are three main responsibilities of the Reading Resource Specialist. In some cases the local Right to Read director might serve many or all of these functions.

I. Coordinate a total school developmental reading program.

First, a complete testing program should be initiated in the school. Every teacher should be knowledgeable of the reading levels of each student in his/her classroom. The Reading Resource Specialist can then help the teacher select materials and design instructional strategies to meet student reading needs.

II. Work with faculty and administrators on staff development activities

Teachers and administrators should have competencies and awarenesses related to the teaching of reading and the communication skills. This can be done at various times during the school day: through observation and demonstration in the classroom, during teacher preparation time, in conjunction with the program of regularly scheduled inservice activities or at other specially designated times. The Reading Resource

Specialist can aid content area teachers in building reading and study skills related to their field in order to meet the needs of individual students more effectively.

He/she can also provide formal or informal assistance in the following areas: selecting and using diagnostic instruments, grouping, using readability formulas, teaching special reading/literacy skills and selecting appropriate materials. In addition, the Reading Resource Specialist courses in reading to the district or provide special activities with consultants in reading and literacy.

III. Provide assistance in individual classrooms

In the classroom the Reading Resource Specialist can help teachers set up learning centers for reinforcement of instruction, demonstrate new or unique teaching strategies or engage in team teaching. In addition, he/she can help organize skills kits or files, evaluate the results of reading tests, recommend follow-up activities for various students and suggest ways to work with individuals or groups of students.

SELF-ASSESSMENT FORM
THE READING RESOURCE SPECIALIST AND RIGHT TO READ

Directions: Read each of the items in the three major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Coordinate the total school developmental reading program A. Make sure that the school has a complete testing program.						
B. Inform teachers of the reading levels of students in their classroom.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
C. Plan activities to meet student needs by reading level.						
D. Invite student or community volunteers to work in the schools if they are wanted and welcomed by the teachers and administrators.						
II. Work with faculty and administrators on staff development activities A. Keep administrators informed of promising or validated reading/literacy programs and practices.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
B. Provide workshops during regularly scheduled inservice sessions.						
C. Work with content area teachers and other staff on continuous formal and informal inservice activities.						
D. Bring university courses in reading or special consultative services to the district.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
III. Provide assistance in individual classrooms A. Do team teaching with other teachers.						
B. Help organize interest centers or other classroom activities.						
C. Assist in the establishment of programs and activities to meet individual student needs.						

Administration: The Principal

The building-level principal provides an essential link between the policy-makers in a school district--the superintendent and the Board of Education--and those who carry out the policies--the classroom teachers. Certain qualities are important if the principal is to function effectively in helping to develop a Right to Read program in his/her school. Some of these characteristics are:

1. Knowledge of the reading process, obtained from experience as a classroom teacher, observation of competent teachers, enrollment in graduate courses in reading, attendance at reading/literacy conferences or extensive professional reading in the field.

2. Development of a close working relationship with all staff, including especially the reading specialist and classroom teachers with strong backgrounds in reading/literacy.

3. Consultation with staff before new programs are initiated, followed by inservice training if it is needed.

4. Provision in the budget for the acquisition of instructional materials, supplementary texts and other aids.

5. Encouragement and support of experimentation and innovation, but not at the expense of programs that have proven successful.

6. Maintenance of the support and respect of the community as a person and an educational leader.

The principal is in a position to create a learning environment that is unique to his/her own building. The leadership role the principal plays focuses on four main areas, which are listed and described on the next page.

I. Create a healthy learning and working environment

The principal can challenge people to work toward an ever-expanding vision of excellence. By creating an environment for student and teacher growth that is free of threats and negativism, each person's creative talents and skills can be enhanced. The principal should recognize the strengths of students and staff and build upon them, lessening the effect of the weaknesses.

II. Lead in the development of a building-wide reading/literacy program

First, goals and objectives should be developed by administrators, faculty and perhaps parents and students. Then relationships among these constituencies need to be built which are individually and mutually satisfying and strengthening. Open lines of communication should exist between and among the staff, the central office and the community. Staff development activities and the establishment of an atmosphere of sharing will greatly enhance the implementation of a reading/literacy program.

III. Coordinate all available resources

The optimal use of human, material and financial resources depends first upon a complete inventory of these resources. Then a plan can be developed which makes the most effective use of these resources to meet goals and objectives. The principal is ultimately responsible for the coordination of all aspects of the reading/literacy program, including the allocation of time and money, the use of community volunteers and the modification of previous policies and procedures when necessary.

IV. Communicate with everyone involved

First, a program evaluation procedure should be developed which allows for immediate feedback to teachers and justifies any corresponding alterations of process or procedure.

Students should be made aware of their progress, as should their parents. Through newsletters, meetings, and dissemination in the mass media, the community can be kept informed of the school's reading/literacy efforts. Central office administrators and the Board of Education should remain current on all aspects of program development.

SELF-ASSESSMENT FORM
THE PRINCIPAL AND RIGHT TO READ

Directions: Read each of the items in the four major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Create a healthy learning and working environment A. Know the reading process.						
B. Develop a positive working relationship with the staff.						
C. Challenge students and teachers to work toward an ever-expanding vision of excellence.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
D. Stimulate students and teachers to grow intellectually and socially.						
II. Lead in the development of a building-wide reading/literacy program A. Encourage and support experimentation and innovation.						
B. Work with staff and others to develop reading/literacy goals and objectives.						
C. Foster positive relationships among everyone involved in the program.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
D. Provide for inservice and staff development activities to enhance program implementation.						
III. Coordinate all available resources A. Take a complete inventory of human, material and financial resources.						
B. Plan how these resources can be used most effectively to meet goals and objectives.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre-hensive	Ade-quate	Inade-quate	None	Need Assis-tance	Would Provide Assis-tance
C. Coordinate every aspect of the reading/literacy program.						
D. Allow enough money in the budget to purchase instructional materials and other supplementary aids needed in the program.						
E. Encourage the use of community or student volunteers in many phases of the reading/literacy program.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
IV. Communicate with everyone involved A. Provide for continuous feedback in the evaluation of the program.						
B. Keep students and parents informed of progress.						
C. Make the community aware of the school's reading/literacy efforts.						
D. Keep the district administrators and Board of Education up-to-date on all aspects of program development.						

Administration: The Superintendent

The school superintendent serves as a liaison between many groups and population segments. On one hand the superintendent is often called upon to represent student or faculty perspectives and opinions to the Board of Education. By the same token, the superintendent is the one responsible for interpreting Board policy to principals, teachers, students and the community. When a new program is initiated, when additional funds or reallocation of resources is needed, the superintendent can demonstrate his/her commitment by presenting a strong case to the Board of Education and the community.

The superintendent is ultimately responsible for the quality of a district's educational program. He/she needs to be responsive to many special interest groups who often propose conflicting programs or solutions to needs. Leadership qualities that depend on open communication, coordination of programs and resources and the development of an atmosphere for growth and a healthy school-community relationship are essential. Listed below are some of the main roles and responsibilities of the district superintendent.

I. Spearhead Right to Read program development

There are few cases where programs have succeeded without the philosophical and overt support of the superintendent. There will be less innovation and experimentation in a district where it is not encouraged by the superintendent. The reverse of that is true as well. Staff, students and community look to the superintendent for rejection or sanction of a myriad of program ideas and strategies.

Through professional reading, participating in organizations and conferences and maintaining communication with other school districts throughout the state, the superintendent can remain aware of current trends in Right to Read program development. It is also necessary to visit with other administrators, faculty and students in the district to determine their attitude about existing literacy services. If it is appropriate, the superintendent can establish a curriculum committee to devise reading/literacy alternatives for the district and the community.

The superintendent should be involved in all phases of Right to Read program planning: assessment of existing services, needs and resources; development of goals and alternative plans for reaching them; selection of final goals and objectives; solicitation of support among the staff and community; implementation of the program; and on-going and final evaluation of the effort.

II. Solicit support for the Right to Read program

There are many potential roadblocks that can hinder successful program implementation. Most of them stem from lack of support of one kind or another. Community support can begin with the endorsement of the program by the Board of Education. Other means of communicating with the public, through meetings, newsletters and the mass media, for instance, can follow acceptance of the program by the Board of Education.

There should be adequate professional staff, supported by teacher aides and/or volunteers, to implement all aspects of the program effectively. Facilities to conduct the program, materials and a budgetary allotment for additional commodities are also needed.

III. Provide staff development activities

In some cases there can be support at all levels for a new concept or program, but it still has a good chance of failure. This is often related to the fact that those involved in program implementation do not receive the inservice education they need to function effectively. The superintendent should lead efforts to improve and expand staff development activities in the district. When a new Right to Read program is begun, professionals, paraprofessionals and volunteers should receive thorough inservice training first. Where preservice education is concerned, the superintendent can influence hiring practices so that applicants who have knowledge of the reading process receive priority.

SELF-ASSESSMENT FORM
THE SUPERINTENDENT AND RIGHT TO READ

Directions: Read each of the items in the three major categories. Assess your background knowledge and experience in each.

	KNOWLEDGE/EXPERIENCE			
	Comprehensive	Adequate	Inadequate	None
I. Spearhead Right to Read program development A. Become familiar with current reading/literacy trends and instructional programs.				
B. Withhold judgement on innovative practices until they have been carefully evaluated.				
C. Establish a curriculum committee to devise alternative reading/literacy programs for the district.				
D. Create an atmosphere in the district that encourages planned innovation.				

	KNOWLEDGE/EXPERIENCE			
	Comprehensive	Adequate	Inadequate	None
E. Be involved in all phases of the reading/literacy program planning and implementation process.				
II. Solicit support for the Right to Read program A. Obtain the endorsement of the Board of Education.				
B. Maintain open communication with the public.				
C. Provide adequate staff materials, facilities, commodities, etc., to implement the program.				

	KNOWLEDGE/EXPERIENCE			
	Compre-hensive	Ade-quate	Inade-quate	None
III. Provide staff development activities A. Offer thorough inservice training for professionals, paraprofessionals and volunteers who will be working on Right to Read efforts.				
B. Hire new staff who have a thorough knowledge of the reading process.				
C. Make sure that staff development activities are on-going and complement alterations in reading/literacy efforts.				

The Board of Education

Much of the responsibility for the success or failure of a new school program rests with the Board of Education. Not only does the Board of Education make policy decisions about goals and methods for achieving them, but it must also explain and interpret them for the public. The Board of Education can be supportive of new programs it endorses in a variety of ways: by disseminating positive, convincing information about the program to the community; by providing steady, enlightened support and encouragement for the staff working on the program; and by helping to create the proper climate for implementing new programs.

Each Board member has key responsibilities, enumerated and explained below:

I. Become informed about the district's Right to Read and related programs.

Visit the schools, making a concerted effort to be knowledgeable of the variety of curricular offerings and instructional approaches. Keep abreast of new trends in education by attending conferences, reading educational publications written for teachers, administrators and members of Boards of Education and maintaining open communication with school administrators, staff and students.

II. Help develop new Right to Read efforts if needed.

In becoming familiar with existing reading/literacy programs, the Board of Education might discover deficiencies or weaknesses that should be overcome. If new or expanded services are offered in response to those needs, Board members can help tell the community about program changes.

An informed community is often a supportive community, aware of school problems and also up-to-date on what is being done about them. As the elected representatives of the community, members of the Board of Education are in a strategic position to communicate to the public the problems, concerns and accomplishments of the school district. Board members should also be supportive of the school staff helping to implement Right to Read efforts.

III. Encourage community involvement in Right to Read programs

The next step beyond informing the community is involving them in educational program planning and implementation. Community representatives, parents and students can provide their perspectives when curricular offerings are being modified. If participation from the various constituencies who will be affected by curricular changes is obtained from the beginning, there is a greater chance for their support at the time of implementation. Board members can help develop positive attitudes among community populations toward the school and encourage them to participate in curricular activities.

IV. Make reading and literacy a priority

A proclamation from the Board of Education declaring reading/literacy a priority would focus attention on ways all resources could be mobilized behind a literacy effort. Backed up with provisions for additional funding to supplement existing reading/literacy programs and establish new ones, this proclamation would soon have the attention of the school and community alike. Expanded programs often call for increased staff, more materials and equipment, reallocation of available facilities and the creative use of human resources.

SELF-ASSESSMENT FORM
THE BOARD OF EDUCATION AND RIGHT TO READ

Directions: Read each of the items in the four major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Become informed about the district's Right to Read and related programs A. Keep abreast of new trends in education.						
B. Visit schools to become familiar with curricular offerings.						
C. Maintain open communication with administrators, faculty and students.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
II. Help develop new Right to Read efforts if needed. A. Assess the existing program of reading/literacy services.						
B. Offer new or expanded programs to alleviate weaknesses or deficiencies in existing programs.						
C. Keep the community informed of new programs.						
D. Be supportive of those helping to implement the Right to Read program.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
III. Encourage community involvement in Right to Read programs A. Solicit the assistance of community members in planning and implementing reading/literacy programs.						
B. Request the help of student and community volunteers to serve in a variety of capacities.						
IV. Make reading and literacy a priority A. Issue a proclamation.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
B. Back up the proclamation with provisions for additional funding in the area of reading and literacy.						
C. Reallocate all existing resources behind the literacy effort.						

Inservice Education
and
Right to Read

益

Growth

This is a period for progressive, up-ward movement – step by step. One begins confidently, then offers small sacrifices, moves ahead and eventually gains admittance to the upper realms. Remain constant and persistent.

SECTION G

INSERVICE EDUCATION AND RIGHT TO READ

INTRODUCTION

One approach in reaching the Right to Read goal is to provide effective inservice programs related to literacy skills. This section will establish a philosophy for inservice education and offer some guidelines and suggestions for implementing inservice education sessions in literacy.

WHAT IS STAFF DEVELOPMENT THROUGH INSERVICE EDUCATION?

Activities which are designed to promote greater efficiency and competency in the professional tasks to be performed by the total school staff comprise the staff development program. These activities may take many forms, among which are:

National conventions and/or conferences
State and/or regional meetings
District-wide meetings
In-house staff meetings
Retreats
Workshops
Classroom demonstrations
Inter/intra school visitations
Team planning/teaching
Independent study
Exchange of personnel

There is a need for staff development activities when the school's identified objectives and the staff's capabilities to complete those objectives are not compatible. Staff development plans should grow out of an assessment of:

a. administrative competencies as compared with performance goals for administrators
b. staff achievement as compared with performance goals for students
c. staff competencies as compared with performance goals for teachers
d. school instructional objectives
e. available resources (money, personnel, facilities, time)

Inservice education provides a necessary element in educational change because it elevates teacher competencies and leads to improved instruction in the classroom. In order for inservice training to bring about significant change or development, administrators and teachers alike must be committed to self-improvement and program development. Effective inservice programs can keep administrators and teaching staff aware of new instructional philosophies.

WHO SHOULD PARTICIPATE IN RIGHT TO READ INSERVICE PROGRAMS?

School officials occasionally have a tendency to direct inservice training programs exclusively toward new and inexperienced members of the teaching staff. There are good reasons for providing less experienced teachers with on-the-job assistance as they confront the challenges offered by new positions and new duties.

There is much evidence, however, to support the view that inservice education can be a beneficial experience for veteran teachers as well. It is necessary to provide appropriate training and retraining opportunities for all personnel--administrative, supervisory and instructional--as individuals strive to keep current with professional development and adjust to rapid changes in the modern school curriculum. Inservice education should involve everyone who contributes to the educational program, including the Board of Education, district and building level administrators, professionals and paraprofessionals, clerical staff and volunteers.

PLANNING EFFECTIVE INSERVICE PROGRAMS

Ideally professional development is an ongoing activity that serves as an integral part of the school day. Often people equate inservice education with conferences and workshops, failing to recognize the numerous informal opportunities available to help each teacher develop his/her competencies. Professional reading, regular use of the media collection and sharing problem-solving with administrators and faculty are just a few of the ways teachers can continue to learn.

This section deals with planning and implementing inservice programs on a broader scale. Because these group activities traditionally have been poorly organized and executed, teachers might for good reason feel that they are a waste of time. It is especially important, then, for the Right to Read inservice activities to be the best that can possibly be provided.

There are eight steps that should be followed in planning and implementing inservice education programs. Each of these steps will be discussed in this section of the Manual. They are:

Conducting a pre-assessment
Writing goals and objectives
Planning the content of inservice sessions
Selecting the method of inservice education
Selecting inservice formats
Creating incentives to participate
Evaluating inservice sessions
Providing follow-up activities

CHECKLIST
"DO'S" AND "DON'TS" FOR STAFF DEVELOPMENT

Do:

1. Involve teachers and administrators in all phases of planning.
2. Relate the activities to the objectives of the school.
3. Make follow-up services available.
4. Provide released time for staff development.
5. Offer incentives for participation, such as equivalency credit, certificates of completion, stipends, recognition.
6. Use a variety of activities to individualize the program.
7. Provide for continuous evaluation.
8. Use evaluation to redesign future activities.
9. Know thoroughly the competencies and expertise of consultants.
10. Jointly plan each consultant's participation with him/her.
11. Allow for flexibility so that immediate and changing concerns can be addressed.
12. Make use of the expertise among the local staff.
13. Plan at the local school level the activities the staff is to pursue.
14. Provide a non-threatening atmoshere for trying out new ideas in the classroom.
15. Offer open sessions for teachers of differing philosophies and values.
16. Give opportunities and incentives for assessment of attitudes.
17. Acknowledge and respect the values and attitudes of teachers.
18. Provide sessions for ventilating feelings and insecurities.
19. Embark only in pursuit of goals formulated by the group.
20. Provide opportunities for social interaction.
21. Schedule activities over a reasonable and adequate time.

22. Provide reinforcement to help teachers in the implementation of new strategies.
23. Avoid lectures, repetitious activities, busywork, etc.
24. Canvass the school and community for all resources.
25. Ensure that staff development is an ongoing process.

Do Not:

1. Impose goals on a school which were not developed in that school.
2. Plan activities in a vacuum.
3. Conduct staff development after school hours on a school day.
4. Schedule activities on Friday afternoon.
5. Assume that everyone has the same needs and interests.
6. Attempt to accomplish too much in any one activity.
7. Schedule too many activities in an inadequate period of time.
8. Assume that one exposure to an idea will bring about change in teacher behavior.
9. Utilize one method of presentation consistently.
10. Hire consultants whose abilities and techniques are unknown.
11. Impose personal values and attitudes on staff members.
12. Ignore unrest and dissatisfaction among staff members.
13. Overlook the talents and expertise of local personnel.
14. Pursue unrealistic goals.
15. Make staff development a "one-shot" deal.
16. Schedule prolonged activities without breaks.
17. Allow a vocal minority to force its will upon the majority.
18. Rely upon one kind of evaluation instrument to determine the effectiveness of many types of staff development activities.
19. Fail to use all available resources in the school and community.

CONDUCTING A PRE-ASSESSMENT

Identification of perceived needs, interests and available resources is the first step toward planning an effective inservice program.

This pre-assessment can be conducted by a steering committee composed of a representative sampling of teachers and administrators. Principals and district administrators will be able to interpret the assessment from an administrator's point of view and provide needed support and encouragement.

The composition of the steering committee may vary from one school district to another. A large school district's steering committee might include teachers and administrators from several schools, or there may be a number of committees to represent various schools in the district. A small school district may have only one school involved, in which case teachers from that building would serve on the steering committee.

Involvement from a greater number of people can be encourged by limiting the term of the steering committee members to one year or rotating the terms so that one third of the membership would be new each year. The latter plan provides for greater continuity from year to year for the total staff development program.

By being involved in the planning stages, staff members are more inclined to make a commitment to the inservice program because it is developed by them rather than being dictated from above. This can mean greater effort on their part to insure that the program will succeed.

Some ways that the committee might obtain information on needs and resources are:

- Prepare a questionnaire to survey faculty interest or perceived needs
- Develop a form to identify staff members who have competencies that could be shared during the inservice sessions
- Identify materials or resources available for teaching literacy skills

On the following pages you will find a sample pre-assessment survey form and a survey of teacher competency needs and resources. Both of these questionnaires are designed to help identify how staff members could benefit from individual and/or group staff development activites.

PRE-ASSESSMENT SURVEY FORM
INSERVICE EDUCATION FOR RIGHT TO READ

The Inservice Committee at _______________ School will be planning a variety of Right to Read staff development activities. To help us meet your needs more effectively, please complete this form and return it to the office by

_______________.
(date)

DIRECTIONS: Please number in order of importance the areas in which you feel you need additional help in order to bring Right to Read into your classroom.

_____ Scope and sequence of reading skills
_____ Interpretation of standardized test data
_____ Diagnosing individual instructional needs
_____ Remediation techniques
_____ Methods of determining the appropriateness of materials
_____ Directed Reading Thinking Activities
_____ Use of reading expectancy formulas
_____ Determining the reading difficulty level of books
_____ The Language Experience Approach
_____ Reading in the content areas
_____ Learning disabilities and reading
_____ Individualizing reading
_____ Using volunteer reading tutors in the classroom
_____ Other (specify) _______________________________

____

Please list below the reading courses you have completed in college or by extension.

1.	4.
2.	5.
3.	6.

What supplementary reading materials do you presently find most effective in your classroom?

____

____

Are you using a technique to teach literacy skills which you would like to share with others? _____ If so, please describe it briefly.

Is there someone within or outside of the district who is using a technique or method you would like to see demonstrated? If so, please give the name and location of the person to contact.

Name ____

Location ____________________________________

SURVEY OF TEACHER COMPETENCY NEEDS AND RESOURCES IN READING

DIRECTIONS: Listed below are teacher competencies related to reading and literacy instruction. Please indicate whether or not you would like assistance in each area. If you are willing to help others, or if you know of resources that might be used for staff development activities in an area, please indicate this in the column labled "Resources."

AREA OF COMPETENCY	NEEDS			RESOURCES
	I feel confident in this area	I would like a little more help	I would like considerable help here	
I. Use instruments to measure group reading achievement and attitude a. Select needed instruments b. Construct surveys if necessary c. Interpret the findings d. Determine implications on reading program development II. Develop and/or refine reading programs a. Identify a process for reading program development				

AREA OF COMPETENCY	NEEDS			RESOURCES
	I feel confident in this area	I would like a little more help	I would like considerable help here	
b. Develop criteria for program evaluation				
c. Become familiar with the psychology of learning (including reading and thinking)				
d. Know the structures and dialects of the English language				
e. Understand how cultural differences affect reading				
III. Diagnose and treat individual reading difficulties				
a. Identify skills to be taught				
b. Identify, evaluate or develop diagnostic instruments				
c. Use the instruments and interpret the findings				
d. Select appropriate approaches to teach reading to individual students (see following list)				

AREA OF COMPETENCY	NEEDS			RESOURCES
	I feel confident in this area	I would like a little more help	I would like considerable help here	
1. language experience approach				
2. literature approach				
3. meaning approach				
4. linguistic approach				
5. individualized instruction				
6. programmed learning				
7. other(s)				
e. Select, use and evaluate materials and methods to teach the following:				
1. readiness				
2. word recognition				
3. comprehension				
4. reading rate flexibility				
5. study skills				
6. oral fluency and expression				
7. levels of questioning and thinking				
8. other(s)				
f. Keep records of pupil progress				
IV. Motivate students, colleagues and the commuity				

AREA OF COMPETENCY	NEEDS			RESOURCES
	I feel confident in this area	I would like a little more help	I would like considerable help here	
a. Individualize instruction based on interests				
b. Establish learning centers				
c. Use student contracts				
d. Organize cross-grade peer tutoring in reading				
e. Involve parents and other community members				
f. Enhance interpersonal communication among the faculty				
V. Participate in professional development in reading instruction				
a. Know how to determine the readability of materials				
b. Locate and use professional literature				
c. Participate in in-service activities				
d. Share ideas informally with other staff members				

WRITING GOALS AND OBJECTIVES

Once the pre-assessment is completed, goals and objectives of the Right to Read inservice program can be established. Representative staff members should be involved in setting goals and objectives and in planning the content of the inservice program. A logical way to provide for this is to retain the members of the steering committee to plan inservice sessions. The steering committee will be familiar with the dimensions of staff needs and attitudes, the constraints and strengths of the situation and the talents in the group to be shared.

The need or overall goal determined by the pre-assessment should be more specifically stated in behavioral objectives for the benefit of the inservice leaders and participants. The following is an example of an inservice goal and two objectives.

Goal - To improve each teacher's ability to use reading diagnostic tools in the classroom.

Objectives -
1) The teacher will be able to prepare, administer, score and interpret the cloze procedure.
2) The teacher will be able to prepare, administer, score and interpret an informal reading inventory.

PLANNING THE CONTENT OF INSERVICE SESSIONS

The first task of those involved in planning inservice sessions is to clarify the purposes of the staff development program. Inservice experiences sometimes arouse negative feelings because they are time-consuming and often do not bring about permanent change. One way to counteract this negative attitude about a staff development program is to present at the beginning a clear picture of what the activities are designed to achieve. Establishing the purpose gives participants a clear direction for moving into the activities ahead.

Listed below are six guide rules to remember when planning the content of inservice sessions.

1. Summarize the results of the pre-assessment survey.
2. Define goals, objectives and desired outcomes.
3. Base each inservice session on identified instructional help the teachers have requested.
4. Keep the inservice program flexible.
5. Provide for follow-up activities and individual work.
6. Plan adequate time for the inservice activities.

Next you will find a listing of topics that might be covered during inservice sessions.

TOPICS TO BE CONSIDERED
FOR INSERVICE SESSIONS

How to Involve Parents in Reading Instruction
Approaches to Teaching Reading (Language Experience, Phonics,
  Linquistic, Basal Reader, etc.)
Reading and Early Childhood Education
Language Development
Word-Attack Skills
Comprehension
Study Skills
Reading in the Content Areas
Improving Literary Appreciation
Diagnosing Reading Problems
Linquistic Backgrounds and How They Relate to Reading
Special Reading Problems
Improving the School Reading Program
Using Media and Library Resources Effectively
Discovering What Materials and Resources Are Available
Local Production and Use of Instructional Materials
Using Peer or Parent Tutors in the Classroom
Getting Acquainted with New Books and Media
Individualizing Instruction
Using the Newspaper in the Classroom
Readability
Motivating Students to Read

SELECTING THE METHOD OF INSERVICE EDUCATION

The decision about the type of inservice design should reflect information obtained in the needs and resources assessment. There are numerous options of providing staff development programs.

Single building, multi-building or district-wide inservice

Inservice sessions for one school building may be designed to address the specific needs of the faculty in the school. Teachers may be organized as a total unit, by grade level, content area or interest. Inservice sessions for several buildings would enable them to combine resources to work together in solving common problems. District-wide inservice sessions dealing with general topics in reading could be provided for groups of elementary teachers, middle school teachers or senior high school teachers. Topics which have been identified as general areas of need by a majority of the teachers in the system would be addressed here. Two school systems might join forces to study their existing reading programs and plan for needed changes.

Inservice methods

Inservice education through college courses in reading can often be arranged. Staff members should receive college credit for their involvement in these courses. This can benefit their position on the salary scale as well as updating their knowledge about reading instruction.

Many school districts provide for staff development through summer or weekend workshops, reading share-ins, and conferences for principals and classroom supervisors. Another approach might be a summer practicum in which staff members teach part of the morning and attend an inservice course for the remainder of the morning. Under this design, techniques intended to improve the teaching of reading presented during the course can be used and evaluated for their effectiveness immediately.

In addition to district inservice sessions, attendance at state and national conferences should also be considered. Such conferences provide numerous opportunities for sharing ideas and obtaining up-to-date information.

A special staff development opportunity for teachers seeking solutions to persistant instructional problems is afforded by a well-developed professional library. Schools have a responsibility to assemble a wide variety of current professional literature for staff use. Textbooks, periodicals, journals, research reports and other publications on reading and communication skills should be available for easy access by teachers of all subjects and all grade levels. Comprehensive memberships in professional organizations such as the International Reading Association and the National Council of Teachers of English provide a convenient means for schools to acquire a broad selection of professional reading materials.

Scheduling Inservice Sessions

During the regular school year, inservice sessions may be scheduled after school, in the evening, in the morning before students arrive, or on Saturday mornings. However, teachers do not do their best work at these times. A better alternative is to provide released time for teachers to attend inservice sessions. Some of the most effective inservice programs have combined instruction in the summer, before school starts, with group meetings, individual observations and consultations during the school year.

Locations which provide for adequate supplies, equipment and comfortable surroundings should be selected.

Providing follow-up assistance

Short-term inservice programs are largely ineffective in changing teachers' classroom practices if there is no follow-up. The more creative teachers can take an idea and try it in their classrooms without any additional help. But most teachers need some assistance in implementing new methods, materials, and ideas in their on-going programs. Teachers often feel that anything new is supplemental and not essential; thus, if they try a new idea, something else should be eliminated. On the contrary, teachers need to be aware of how new elements can combine with old ones that are effective for them.

The resource person or inservice leader should be available to help the participants, once they are back in the classroom, with the implementation of selected ideas acquired during the inservice session. Occasional follow-up meetings in which problems or questions are presented for open discussion can strengthen the original workshop goals and objectives.

On the following pages you will find a description of eight basic strategies that can provide effective opportunities for staff development.

STRATEGIES FOR STAFF DEVELOPMENT

Generally, teachers prefer programs which differentiate among teachers at different grade levels and with different terms of experience. Some staff development models are:

a. Teamwork between a consultant and individual teachers

This approach can change attitudes toward specific student behaviors and increase teacher knowledge of principles and methods.

b. Teamwork between a consultant and a group of teachers

In this model, teachers can discuss problems, suggest solutions and share ideas on teaching techniques and instructional materials. The consultant may serve as a catalyst to improve the sharing. These sessions foster confidence in abilities to teach and satisfaction in the development of materials.

c. College or university courses in reading

Colleges and universities provide many on-campus and extension courses to help teachers function more effectively in the classroom. This opportunity for continuing education is practical, effective and highly regarded by may teachers.

d. Team planning and teaching

Team planning and teaching foster enrichment and behavior analysis and modification. Teachers are naturally motivated to produce their best. Further, the planning allows a teacher to create situations in which his/her teaching strengths may be exemplified. New materials, techniques and styles can be encouraged and examined in these sessions.

e. Inter/intra school visitations

Stimulating experiences have been reported from teachers who have had the opportunity to visit the classrooms of other teachers while instruction is in progress. Such visits should include preplanning before the observation and a follow-up conference with the observed teacher.

f. Workshops

The workshop activity may take many forms. Such sessions may provide opportunities to

- develop instructional materials
- examine instructional methods and procedures
- study curriculum
- promote group dynamics
- interact with consultants

g. Conferences

Conferences are especially useful for developing helping relationships among teachers, consultants and other resource persons. These conferences provide for individual and group interaction about common observations, problems and concerns. Conferences are most useful in broadening perspectives beyond the classroom experience.

h. Videotaped microteaching

This technique permits the interested teacher to watch a demonstration on video tape, prepare a short lesson and practice it on an experimental class. The lesson is videotaped so that the student teacher may analyze and reteach until he/she feels sufficiently competent with the skill. This provides the teacher with the opportunity to practice new skills under a simpler set of circumstances than those found in the regular classroom.

SELECTING INSERVICE FORMATS

With the availability of a wealth of format options, programs need not be tied to the lecture-type session that is so common. Although the lecture is appropriate for many purposes, other formats help make the instructional strategy more effective and enhance interest and motivation.

The inservice sessions should be exemplars of sound instructional practices. Because teachers emulate models, they might change their behavior with students as they experience new classroom environments during the inservice programs. Used correctly, a variety of individual and group activities and educational media can strengthen inservice sessions.

Staff development activities should be adjusted to meet the individual differences of participants. The readiness of individuals to participate profitably should be considered. Planning ways to relate to previous experience, accounting for individual differences in levels of development and expertise and serving immediate needs all help inservice programs go smoothly.

Inservice sessions may be conducted by the local Right to Read director, a reading specialist, classroom teachers or supervisors, an outside consultant or an administrator. Far too often classroom teachers are overlooked as being able to provide inservice education. Some of the best inservice programs are staffed by teachers themselves, who divide responsibilities, take turns doing demonstrations and share ideas comfortably. Because they are familiar with both the needs and objectives of the inservice, they organize activities that are sometimes more practical than those which an outsider can offer.

Activities should be structured so that at the end of each session, the participants are practicing what they will be doing in the classroom or in other learning situations. Merely talking about a topic or concept will not necessarily change one's teaching practices. The potential for transfer increases if the learning activities closely approximate the desired behavior. Activities such as simulation and role playing are effective in achieving actual trasfer into classroom practices. If the objective is to make participants aware of what is going on in another grade or school, activities that require a lower level of involvement are effective. The amount of participation and the type of experiences planned should be selected with the desired outcomes in mind.

Various formats to be considered are:

Lecture approach
Seminars
Research sessions
Discussion of research
Study groups
Brainstorming
Demonstrations
Role playing
Circulating literature packets
Video-taped sessions
Self-evaluation of video-taped sessions recorded in the teacher's classroom
Films
First hand experiences
Mini-courses
On-site visitations
Work-study sessions

CREATING INCENTIVES TO PARTICIPATE

To encourage active participation of teachers and other staff in inservice programs over an extended period of time, a system of tangible rewards should be developed. Probably the strongest incentive for teachers to be involved is their awareness that the inservice sessions will provide information which can be used in their teaching situation. Districts can also provide college credit courses, advancement in pay steps or released time as incentives.

EVALUATION

Two kinds of evaluation can occur. First, planned inservice sessions for groups of teachers should be evaluated upon completion. Second, a record and evaluation of individual staff development activities might also be useful.

Evaluation of inservice sessions

A post-assessment should be carried out to determine whether or not goals and objectives were met. This process can also provide guidance for future inservice sessions and identify experiences or activities which achieved the best results. Examples of questions which might be asked in an inservice evaluation are:

- Did the inservice session meet established goals?
- Will the inservice program improve classroom teaching practices?
- Did the participants feel that the scheduling, location and format of the sessions were conducive to learning?
- Were the people in charge of the program sensitive to the needs of the participants?

On the following pages you will find portions of an evaluation form which was developed by the Illinois Office of Education staff for use at a mini-workshop.

EVALUATION
RIGHT TO READ MINI-WORKSHOP

Directions: To determine whether or not the workshop met your needs and the established objectives, please provide your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below.

EVALUATION CRITERIA

1.	The organization of the workshop was	Excellent 5	4	3	2	1	Poor
2.	The objectives of the workshop were	Clearly Evident 5	4	3	2	1	Vague
3.	The overall contribution of the resource people was	Excellent 5	4	3	2	1	Poor
4.	The ideas and activities presented were	Very Interesting 5	4	3	2	1	Dull
5.	The scope (coverage) was	Very Adequate 5	4	3	2	1	Inadequate
6.	My attendance at this workshop should prove	Very Beneficial 5	4	3	2	1	Of no benefit
7.	Overall, I consider this workshop	Excellent 5	4	3	2	1	Poor

The stronger features of the workshop were:

The weaker features were:

Would you like further help on any of the topics presented at the workshop? If so, please list them.

EVALUATION OF SMALL GROUP SESSIONS

ESTABLISHING A SECONDARY INDIVIDUALIZED READING PROGRAM: FACULTY INSERVICE, READING IN THE CONTENT AREAS AND STUDENT MOTIVATION	Excellent	Above Average	Average	Poor

Comments:

CURRENT DEVELOPMENTS IN THE NATIONAL RIGHT TO READ EFFORT	Excellent	Above Average	Average	Poor

Comments:

ROLES AND RESPONSIBILITIES OF THE LOCAL RIGHT TO READ DIRECTORS, SCHOOL ADMINISTRATORS AND RIGHT TO READ ADVISORY COUNCIL	Excellent	Above Average	Average	Poor

Comments:

THE RIGHT TO READ EFFORT: STRATEGY FOR EDUCATIONAL CHANGE	Excellent	Above Average	Average	Poor

Comments:

Evaluation of individual staff development activities

The school might find it useful to keep a record of individual staff development activities. This focuses on special projects, courses or activities completed by each teacher and offers an opportunity to evaluate the activity. It also provides those teachers who constantly continue their education and up-date their skills with a way of having their efforts recognized and on file.

On the next page you will find a sample Staff Development Log.

STAFF DEVELOPMENT LOG

Name of teacher ______________________

School ______________________

Name of principal ______________________

Staff development objective:

Activities to complete the objective	Evaluation of activity by teacher	Evaluation of activity by principal	Suggestions for further study

CHECKLIST OF ACTIVITIES
IN
PLANNING INSERVICE

_____ Prepare and conduct a survey to define needs and interests.

_____ Establish goals and objectives based on those needs.

_____ Identify resources available to be used in the program. This includes expertise and materials within and outside of the district.

_____ Select activities to achieve objectives.

_____ Choose the dates and locations of the sessions.

_____ Prepare the agenda.

_____ Announce the training program.

_____ Collect materials, supplies and audio-visual equipment needed. Be sure to include extra bulbs, extension cords, adapters, etc.

_____ Arrange for coffee, lunch and other accommodations.

_____ Prepare the instrument to evaluate the effectiveness of the workshop.

_____ Arrange the room physically for the most effective learning.

_____ Display materials.

_____ Conduct the workshop.

_____ Evaluate the results.

_____ Outline follow-up activities.

RATE YOUR INSERVICE EDUCATION

Directions: Check each statement which accurately describes the inservice program at your school.

_____ Teachers have the major influence in determining what their inservice program is to be.

_____ A system for assessing competency needs of all professional staff is in use.

_____ Inservice sessions are intrinsically satisfying to participants.

_____ Each teacher has the opportunity to learn how to do his/her job better.

_____ Teachers have the chance to learn from colleagues in the same school or district.

_____ Faculty members have the opportunity to visit schools and teachers in other locations.

_____ The Board of Education sees inservice education as an integral part of quality classroom instruction.

_____ There are opportunities for teachers to prepare for career advancement.

_____ Administrators receive inservice education.

_____ The inservice program offers alternatives besides college courses or workshops.

_____ The resources of nearby teacher education institutions are utilized in planning and implementing inservice programs.

_____ The community understands and supports the need for inservice education.

_____ The school district bears the cost of inservice education for all staff.

_____ There are tangible rewards for inservice growth.

If you were able to check only a few of the above items, the students and teachers in your school are probably being short-changed. It is time to improve inservice education opportunities for teachers and administrators.

Adapted with permission from Today's Education, March-April, 1974, p.43.

ISSUES IN STAFF DEVELOPMENT AND UTILIZATION

The questions listed below will help the local Right to Read director understand the extent of each issue named. They are awareness-raising questions, for which answers can be sought in each school or educational program.

INVOLVEMENT OF TOTAL STAFF IN READING

1. How can the importance of reading be communicated to all staff members?
2. What are the ways to demonstrate the concept "Every teacher is a teacher of reading?"
3. How can each teacher understand the contribution he/she is making or could make to the teaching of reading?
4. How can the reading skills to be taught at each grade level or in each subject area be identified?
5. Do the use of performance goals relate to the involvement of total staff? In what way?
6. How can parents help in the effort to involve total staff?
7. What can be done to prevent excessive overlap from one subject to another?
8. How do teachers feel about their role in the teaching of reading?
9. Should the custodial and clerical staff be involved in staff development? How?

STIMULATING STAFF DEVELOPMENT

1. What effect does each of the following have on encouraging staff development?

   a. money
   b. prestige
   c. career advancement
   d. equivalency credit toward additional certification
   e. unwritten expectations of peers and administrators
   f. self-improvement
   g. alleviating existing problems
   h. inspiration
   i. parental pressure

2. What are the advantages and disadvantages of each item above in stimulating staff development?

3. Which seem to offer the greatest incentive for total or near total staff involvement?

4. How feasible are some of these incentives?

5. What can be done to help teachers see the need for staff development?

FULL UTILIZATION OF STAFF COMPETENCIES

1. How can the competencies of each staff person be determined?

2. Does differentiated staffing offer a technique for full use of staff competencies?

3. What is the result of not utilizing staff competencies?

4. How helpful is a review of a person's transcript in determining his/her competencies?

5. What are some alternative methods for determining staff competencies?

   a. instruments
   b. observation
      (1) self-determined
      (2) externally determined

DEFINING ROLES AND RESPONSIBILITIES

1. Who are the members of the reading improvement effort in any school?

2. How do each of these people perceive their roles? How can the roles of individuals be enhanced while allowing for agreement on purpose and goals, resolution of conflict, elimination of duplicated effort?

3. What are the roles of the

   a. community
   b. Board of Education
   c. central administration
   d. principal
   e. building staff

4. Can study groups--staff and citizen--help define roles?

5. Are new patterns of organization implicit in the redefinition of roles and responsibilities?

PARAPROFESSIONALS

1. How does the use of paraprofessionals interface with existing staffing patterns?

2. How do paraprofessionals view their roles?

3. How do teachers view the role of paraprofessionals?

4. How can teachers be trained to make more effective use of paraprofessionals?

5. How can paraprofessionals strengthen the existing reading program?

6. Where can potential teacher aides be found in the community?

7. What should be the educational background of paraprofessionals?

8. Should paraprofessionals be paid or volunteer?

9. What preservice and inservice education is needed if paraprofessionals are used?

TUTORING PROGRAMS

1. When is there a need for tutoring?
2. Should tutoring be part of the regular school program?
3. Who should be involved in tutoring?
4. How does the use of tutors interface with the effort to individualize instruction?
5. How can tutors be recruited from the school and community?
6. What are some alternative reading tutor program models?
7. What preservice and inservice educational opportunities should be available to tutors and faculty?

READING IN THE CONTENT AREAS

Because reading in the content areas is repeatedly a concern in staff development at the junior high and high school level, a checklist for content area teachers has been made available here. For your further information a bibliography is also included.

A CHECKLIST FOR CONTENT AREA TEACHERS

Do you

- know the reading levels of your pupils and provide suitable texts and other materials? Reading material that is too easy or too difficult encourages inattention and may result in little or no learning.
- check the readability of texts and the main supplementary books?
- introduce the textbook properly--discuss title; authors and their qualifications; preface, including author's purpose in writing the book; pattern of organization; and helps found in the book?
- help pupils set purposes for reading to encourage comprehension?
- try to make certain that pupils understand how to read type, italics, diagrams, pictures, maps, charts, graphs, topic sentences, signal words, etc., to improve comprehension and interpretation?
- show pupils a plan of study for mastery of content?
- help pupils with study aids such as locating the main idea, outlining and notetaking?
- teach the use of context clues in reading?
- help pupils learn important vocabulary, including new uses of familiar words?
- make provision for review of vocabulary and concepts?
- concentrate on the needs of pupils rather than on getting through the textbook by the end of the year?
- allow time for pupil discussion? This enables you to check on skills and correct erroneous ideas.

- give help in the pronunciation of words, including clues or tips for figuring out words?
- use multi-level materials to meet varying needs?
- help pupils relate what they read to their own background?
- encourage pupils to read widely, using critical reading skills?
- make certain that discussions promote habits of critical listening and thinking?
- recognize that pupils "read with their experiences?"
- understand that concepts can be influenced by knowledge of facts, experiential background and maturity?
- use visual, auditory and other aids to enrich learning?
- include a variety of comprehension skills beyond the factual ones, such as seeing relationships of time, place, cause and effect, reading for inferred meanings, drawing conclusions, etc.?

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Emphasizes the concepts of reading readiness, learning to read, and reading to learn. Includes an overview of reading and the nature of the reading process. Concludes with discussions of diagnosis and remediation.

Herber, Harold L. *Teaching Reading in Content Areas*. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., c 1970).

Excellent guide for teachers of basic school subjects who wish to teach learning skills along with content. Tells the reader how to accomplish the teaching of skills along with subject matter and gives ways to modify suggested procedures. Designed to give teachers the experiences they are encouraged to give their students.

Karlin, Robert. *Teaching Reading in High School*. 2nd ed. (New York: Bobbs-Merrill Co., c 1972).

A "textbook" for practicing secondary school teachers. It is specific in nature and presents in detail methodology for dealing with a variety of reading situations.

Reiter, Irene M. and Spache, George D. *Why Can't They Read It? How to Teach Reading in the Content Areas*. (Philadelphia: Polaski Company, Inc., c 1974).

Written for content area teachers whose students have to understand, interpret and respond to printed material. Helps teachers identify difficulties in their instructional materials and guide their students' reading.

Robinson, H. Alan. Teaching Reading and Study Strategies: The Content Areas. (Boston: Allyn and Bacon, Inc., c 1975).

All the basic ingredients of a secondary school reading program--7 through 12--are discussed. Emphasis is on the specific teaching and learning of significant reading strategies in line with the patterns of writing used in the various content areas. Intended as a companion volume to Thomas, Ellen and Robinson, H. A. Improving Reading in Every Class.

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Provides useful information and tested techniques and procedures for meeting needs of all students from the junior high level on. Excellent aid for content area teachers.

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Volunteer Programs

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Possession in Great Measure

People embark upon an enterprise with a common faith. When there are many followers the faith will be expressed in a variety of ways. Hence confusion. The leader must be one to give a clear definition of goals and means. This can be done by establishing clarity within himself. Then his authority, like a hand clasp, re-establishes unity.

SECTION H

VOLUNTEER PROGRAMS

INTRODUCTION

Right to Read seeks to mobilize the resources of the public and private sectors in an effort to promote literacy in this nation. A valuable and frequently tapped community resource is the volunteer. The interest, enthusiasm and commitment of the volunteer can be an important asset of a literacy program. The good intentions of the local Right to Read director and the volunteer will not alone ensure the success of a volunteer program, however. Success requires hard work, systematic planning and follow-through. This section will offer suggestions and tips for the effective planning and implementation of volunteer programs. It is intended to serve as a guide only. For more in-depth information, consult the sources listed in the accompanying bibliography.

INITIATING A VOLUNTEER PROGRAM

How does a volunteer program begin? Four key ingredients are usually necessary to set progress in motion:

1. A need for the program
2. The dedication of an individual or group to the concept of volunteerism
3. An individual with the drive and determination necessary to act on that commitment
4. The ability to win the support and commitment of others.

An assessment of existing literacy needs and resources will often reveal programs which could benefit from the utilization of volunteer services. The Advisory Council, working with the local Right to Read director, can provide a natural vehicle through which a needed volunteer effort could be implemented.

The diversity of the Advisory Council's representation--from business and educational institutions (preschool through adult), social/civic organizations, minorities, church groups, etc.-- would provide the Council with community-wide outreach. A Task Force could be established with the charge of planning and implementing a volunteer program. One of the first considerations of such a Task Force would be developing strategies to win the support of others (the educational institutions and the community-at-large) to the program concept.

GAINING SUPPORT

What are the steps necessary for winning the support of others?

I. Establish a need

First you must demonstrate a need for the volunteer program. The more concrete data you have to support your position, the better. Depending on the thrust of the client population of your volunteer program--preschool, in-school or adult--the following sources of information might prove valuable in gathering data about existing literacy needs:

1. U.S. census reports indicating the levels of education of adults in your area
2. Reports of local welfare agencies indicating the levels of education of their clients
3. Number of high school dropouts in your community

4. Number of available preschool programs in your community
5. Records of the education levels of inmates of local correctional institutions
6. Numbers of individuals in your community whose first language is not English
7. Utilization of library services as indicated by the number of books and materials borrowed
8. Readiness levels of incoming kindergarteners determined through conversations with kindergarten teachers
9. Education and literacy levels of youths and adults working in the industries in your area. Discussions with personnel managers may give you valuable information.
10. Teacher-student ratio in your community's school district
11. Results of recent school bond referenda

II. Show the benefits of the program

Next, demonstrate how a volunteer program will benefit them. For example, if you are discussing the possibilities of incorporating a volunteer component into an existing educational program, show how the involvement of volunteers will help that program and its students. The volunteer can be an effective ambassador between an educational program and the community it serves. Volunteers can bridge the informational gap by:

1. Providing opportunities for concerned members of the community to participate in improving the education program-preschool, in-school or adult.

2. Helping to stimulate greater citizen understanding of and support for the educational program through citizen participation
3. Obtaining valuable ideas and resources from the community
4. Encouraging the community to take advantage of the services offered

The student also benefits from volunteer participation, because the volunteer can help to:

1. Enhance the learning process and expand the learning environment
2. Provide more individualized instruction
3. Provide reinforcement for learning that occurs in the classroom
4. Enhance a positive self concept in the student
5. Build the student's interest in reading
6. Help the student have a positive attitude toward learning
7. Provide instruction in locations convenient to the student

III. Plan and implement an organized program

Right to Read has identified five key components of an effective volunteer program:

1. Recruitment
2. Training Volunteers
3. Effective Use of Volunteers

4. Overcoming Staff Reluctance

5. Overall Program Organization[1]

Indicate that you have done some thinking and planning by offering possible suggestions for implementing these five components. You do not need all the answers immediately. Remember, your administrators, Board of Education and Advisory Council usually want to offer their suggestions, too.

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[1] Right to Read '75, Vol. 2, No. 2 (July, 1975). Newark, Delaware: International Reading Association.

POTENTIAL PROBLEMS

Administrators may foresee certain problems in implementing a volunteer program in their community. Very often these problem areas will concern one or more of the key components. Try to anticipate them and formulate possible solutions prior to the initial planning session with your administrator and Advisory Council.

To help you be prepared, a brief discussion of potential problem areas and possible solutions is included. Keep in mind that every community is unique. Problems and acceptable solutions to them will vary with the community. Creative solutions will require your knowledge and understanding of the uniqueness of the community in which you live.

POTENTIAL PROBLEM AREA I - RECRUITMENT

Ideally volunteers should be recruited from the community served. Unfortunately, the areas of greatest need often have limited numbers of available and qualified adults to draw from. This situation is true in many urban and rural communities. Recruiting techniques may need to vary with the community. Techniques used effectively in one community may be inappropriate in another. If possible, use more than one approach in your recruitment effort.

Whom you recruit and how you recruit them may be influenced by:

1. The needs of the population served by the volunteer program--white, black, Latino, Indian, migrant, out-of-school youths, correctional inmates, etc.

2. The nature of the program--supportive of an established educational program; supplemental to an established program; independent of an established educational program.

RECOMMENDATIONS/SOLUTIONS

The following strategies may prove helpful in recruiting volunteers:

1. Ask Right to Read Advisory Council members to help identify volunteer resources.

2. Publicize the program. If possible, prepare flyers or brochures which could be sent home with students. Have the local newspaper feature an article on your program.

3. Recruit aggressively if necessary. Sponsor a telephone campaign, personally inviting participation of community members.

4. Contact local civic, professional and social organizations and win their support and commitment for the program.

5. Contact local churches.

6. Contact local colleges, universities, community and junior colleges.

7. Explore the possibility of a peer tutoring component.

8. Be specific when describing the tasks the volunteer will be expected to perform. If possible, describe the tasks in a short brochure or handout.

9. Do not ask volunteers to make a lifetime commitment. Be realistic in your requests.

POTENTIAL PROBLEM AREA II - LIMITED EXPERTISE/TRAINING

At times the complaint is heard that volunteers do not know what they are doing in the educational setting. They lack the expertise necessary to make them effective.

RECOMMENDATIONS/SOLUTIONS

Volunteers cannot be expected to be effective without training. Such training should take place prior to their involvement with students. The training should be concrete, specific and prepare the volunteer to carry out the tasks expected of him/her in the tutoring situation. Expectations cannot be unrealistic, however. The volunteer is not generally a trained teacher or specialist.

Volunteer tutors will find that the one-to-one situation will operate on a very human, personal level. The child may look to the tutor as an adult friend. The adult being tutored may be embarrassed by his/her lack of skills. How the volunteer communicates with his/her tutee may greatly affect that tutee's attitude toward the tutoring experience. Therefore, part of the training session for volunteers should include some basic human relations/communications skills.

Role-playing exercises can be very effective strategies to help volunteers practice newly learned instructional skills. Through role-playing a volunteer may also gain new, valuable insights into the feelings of others.

POTENTIAL PROBLEM AREA III - EFFECTIVE USE OF VOLUNTEERS

A volunteer program which does not effectively utilize the talents and training of its volunteers will not realize maximum success.

RECOMMENDATIONS/SOLUTIONS

Teachers should understand the important role which they play in a successful volunteer effort. Inservicing the professional staff helps create a supportive climate for the volunteers. Issues discussed should include:

1. The role of the volunteer--What are the activities the teacher can expect the volunteer to perform? A volunteer who is excited about working with students will not stay long if he/she is asked only to do clerical work.
2. Recognition for the volunteer--Each of us needs to feel that our efforts are appreciated. The teacher plays an important role in communicating support, encouragement and appreciation to the volunteer.
3. Communication skills - Good communication between the volunteer and the teacher is the key to a smooth working relationship. Practice in effective communication techniques would be beneficial for teachers as well as volunteers.

POTENTIAL PROBLEM AREA IV - DISILLUSIONMENT

Some volunteer programs have begun with enthusiasm and zealous, willing volunteers and then, in a short time, both the number of volunteers and the enthusiasm have waned.

RECOMMENDATIONS/SOLUTIONS

Retention of volunteers is based largely on the satisfaction the volunteer experiences from working in the program. The volunteer working in an established preschool, in-school or adult program, should be accepted as a team member and recognized as a contributor to the total educational process.

In the beginning, new programs should focus on the one or two areas in which volunteers can be most effective. The educational needs should be real and the tasks meaningful. Any attempt to take on too many problems can cause fragmentation and generally works to the detriment of the program.

Finally, volunteers should only be asked for short-term commitments at first. The volunteer's reactions and effectiveness can then be evaluated before any further commitments are made.

POTENTIAL PROBLEM AREA V - DEPENDABILITY

Administrators who are reluctant to implement a volunteer program may complain that volunteers are not always dependable.

RECOMMENDATIONS/SOLUTIONS

A. The volunteer's dependability can be enhanced by making a reasonable and realistic request of his/her time. It is much more likely that an individual can maintain a commitment of three hours a week for a semester, rather than three hours a day for an entire year.

B. Cover important ground in the initial interview that will affect the volunteer's dependability. The interviewer (local Right to Read director, program coordinator or administrator) gathers information on the interests, health, skills, talents, and motivation of the volunteer. The volunteer learns about the purpose of the program, the need for his/her help and the responsibilities involved in undertaking various tasks within the program. The first interview could also address areas that affect dependability, such as scheduling, transportation, and child care.

C. A volunteer must continue to feel needed, accepted, and appreciated. Dependability is enhanced by frequent recognition of the volunteer's contributions.

POTENTIAL PROBLEM AREA VI - VOLUNTEER EXPECTATIONS

Volunteers sometimes expect and subtly demand special treatment or extra considerations for themselves and their children. They can also be motivated to volunteer strictly for personal gain.

RECOMMENDATIONS/SOLUTIONS

The school must develop and stand by a clear policy as to whether or not a parent volunteer may work in his/her child's classroom.

The initial screening process should be taken seriously. The administrator and/or volunteer coordinator should conduct a candid interview before accepting the services of a volunteer. Developing a list of criteria describing characteristics and qualifications desired in the volunteer might help in the screening process.

During the initial interview the administrator or volunteer coordinator may wish to stipulate what the rewards are for volunteer services and what they are not.

POTENTIAL PROBLEM AREA VII - OVERCOMING STAFF RELUCTANCE

Volunteers are sometimes threatening to teachers and administrators. Teachers may feel that the extensive use of volunteers will contribute to the elimination of some paid staff positions. Teachers and administrators alike may feel uncomfortable involving community members in the day-to-day activities of the classroom and the school. Adult education programs may see volunteer programs as competing for the same prospective adult students.

RECOMMENDATIONS/SOLUTIONS

Districts should not recruit volunteers with the intention of replacing paid staff. To allay teachers' fears, the Board of Education could incorporate a statement to that effect into its written policy when it approves and endorses the volunteer program.

Teachers who do not wish to work with volunteers should not be forced to do so. Reluctant teachers may eventually become interested, if they are left alone to observe their involved and enthusiastic colleagues.

To encourage teachers and administrators to feel comfortable with volunteers, do not overwhelm them at the beginning of a program with great numbers. A small, yet successful beginning can help ensure support for an expanded program. Remember to point out how community/school relations might benefit from the involvement of volunteers in the educational program.

Reluctance to accept a volunteer program can be overcome somewhat if teachers are involved in planning training sessions for the volunteers. They can then feel more confident that the volunteer will be prepared to handle specific tasks in the classroom setting.

POTENTIAL PROBLEM AREA VIII - LIABILITY

Some school administrators feel the use of volunteers increases their liability and legal concerns.

RECOMMENDATIONS/SOLUTIONS

In a survey of over 200 schools in Illinois with volunteer programs, not a single instance was recorded in which a school district has been involved in litigation because of a volunteer's activities.[2]

The average volunteer program does not present a high risk situation because:

1. the type of person who volunteers is usually very conscientious regarding potentially hazardous situations or conditions.
2. volunteers are under the direct supervision of professional staff members.
3. appropriate tasks for volunteers, such as tutoring, offering clerical assistance, or serving as a resource person, do not place them or the students in any jeopardy.

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[2] Because They Care. Illinois Office of Education, 100 North First Street, Springfield, Illinois, 1975, p. 8.

POTENTIAL PROBLEM AREA IX - LACK OF CONTROL

Since volunteers are working without pay, teachers, principals and program administrators sometimes feel a lack of control for them and are timid about being too directive.

RECOMMENDATIONS/SOLUTIONS

Try to prevent problems before they occur. Clarify the limitations and expectations of the volunteer's role in the initial interview. Prepare a handout detailing the guidelines which are important for the volunteer to remember and follow.

Screen volunteers carefully and honestly. If an individual does not seem to have the qualities or motivation necessary, do not involve him/her in the program.

Make sure the volunteer feels comfortable enough to discuss conflicts as they arise. Opportunities should be scheduled when the volunteer can share concerns, either as an individual or as part of a group, with the teacher, program administrator or volunteer coordinator.

POTENTIAL PROBLEM AREA X - OVERALL PROGRAM ORGANIZATION

Staff and administration might express concern that a volunteer program will prove an additional burden. They do not have time to coordinate, recruit, screen and train volunteers.

RECOMMENDATIONS/SOLUTIONS

An effective volunteer program is a well organized effort. Before implementing the program, clearly define the roles of everyone involved--administrators, teachers, volunteer coordinator and volunteers. Make sure each individual knows the extent of his/her expected participation in the program.

Many time consuming tasks compose the day-to-day operation of a program. Included in these tasks are recruiting, training, scheduling and placement, record keeping, public relations/publicity and evaluation. A designated volunteer coordinator can handle these tasks. Often the coordinator is an experienced volunteer who is active in the PTA or other community organizations. The local Right to Read director can also serve as volunteer coordinator.

POTENTIAL PROBLEM AREA XI - CONFIDENTIALITY

Some volunteers have been criticized for not honoring confidentiality. Often administrators worry that volunteers might carry destructive tales back to the community which will undermine good school-community relations. If a tutor engages in gossip, the self-concept of the tutee could be damaged.

RECOMMENDATIONS/SOLUTIONS

Stress the importance of maintaining confidentiality during the orientation and training of volunteers. The training program should involve some role-playing designed to show the destructiveness of breaching a confidence.

Especially in an in-school program, exercise control over the files and students' records. Generally, handling these files and records should not be done by volunteers.

Provide outlets and avenues of communication for the volunteer's observations and grievances. The chances of a volunteer's taking a negative message to the community are greatly reduced if he/she can bring concerns or frustrations to the principal or volunteer coordinator.

NEW FEDERAL LAW

The Family Education Right and Privacy Act of 1974 Public Law 93-380, Section 438 of Title V, signed into law by President Gerald R. Ford on August 21, 1974 - This law allows parents of students "the right to inspect and review any and all official records, files, and data directly related to their children. . ." This includes all the material in the student's cumulative record folder, and academic and psychological reports. This law also states no funds are to be granted to schools which permit the release of educational records to unauthorized individuals or agencies without the written consent of the student's parents. Therefore, it is important that school districts exercise caution in the area of access to student records by volunteers in order to comply with this new federal law.

VOLUNTEER TUTOR TRAINING PROGRAMS

After volunteers have been recruited (see H7-H8 for recruitment strategies), the next concern is providing the training they need to function effectively as tutors. Training the volunteers should go hand-in-hand with inservice education programs for teachers who will have volunteers in their classroom.

There are many steps which should be followed in planning a volunteer training program. Pages H21-H35 offer you suggesions for organizing the training sessions.

STEPS IN PLANNING A VOLUNTEER TRAINING PROGRAM

1. Review the literature and examine other successful programs.
2. Request input from program administrators.
3. Survey teacher needs.
4. Formulate goals for the volunteer program.
5. Define the role of the volunteer.
6. Establish objectives for the training sessions.
7. Select resource people, if necessary.
8. Choose the location and facilities for the training sessions.
9. Develop activities to accomplish objectives.
10. Outline a realistic time frame.
11. Prepare a tentative agenda.
12. Submit the agenda for review and revision.
13. Contact resource people.
14. Finalize the agenda.
15. Prepare needed materials.

Following a systematic planning procedure will assist in the development of a volunteer training program. Not every step in the procedure suggested below must be followed for all volunteer programs, nor is this the only procedure which can or should be used.

1. Review the literature and examine other successful programs.

   If you have never planned a training session or initiated a volunteer program, it is especially helpful to review what others have done. Learning from their experiences can help you avoid pitfalls.

2. Request input from program administrators.

   If the service of your volunteers will be supplemental to, or supportive of, an established educational program, it is vital that the administrator be supportive. Asking for suggestions about the content of the training sessions, for instance, will help the administrator feel confident that the volunteers have been well prepared.

3. Survey teacher needs.

   Most volunteers will be working closely with teachers, who will probably have specific tasks for the volunteers to perform. It would be helpful for the volunteer to gain experience in some of these areas during the training sessions. The volunteer will then feel more confident of his/her own abilities, and the teacher will be relieved of the responsibility of training the volunteer to carry out those tasks.

4. Formulate goals for the volunteer program.

Goals of a volunteer program could include:

- Providing more individualized attention for students who are underachievers in reading, or who have limited literacy skills
- enhancing a positive self concept in the student
- increasing the student's oral language facility
- providing reinforcement for learning that occurs in the established educational program
- helping the student see that learning can be fun
- trying to overcome mild reading disabilities before they become too severe
- building a student's interest in reading

5. Define the role of the volunteer.

The role which you expect your volunteers to play will influence the content and emphasis of your training program. For example, if a volunteer will be expected to be an adult friend to the tutee, his/her training program might emphasize good communication skills, techniques and strategies for developing a positive self-concept. You may wish, however, to emphasize the cognitive aspects of tutoring and concentrate most of the training program content on instructional techniques.

6. Establish objectives for the training sessions.

Objectives should describe the skills the volunteer will need to meet program goals.

7. Select resource people, if they are needed, to help implement the training program objectives.

   No one individual should bear the complete burden of conducting the training sessions. Developing goals and objectives for the program will help you identify the special skills and competencies you will want in the resource personnel you invite to participate. Tap your school district and community-at-large when locating resource personnel. Varying the personnel will also add interest to your program. If possible, identify at least two individuals with the skills necessary to meet specific program objectives. Then if one individual is unable to participate, you can readily invite the second with minimal loss of planning time.

8. Choose the location and facilities in which the training program will be held.

9. Develop activities to accomplish objectives.

   Include the kinds of activities the volunteers should experience to gain the skills they need.

10. Outline a realistic time frame.

    Remember, the length of training does not necessarily indicate the quality of training. The time allowed for training must be realistic. It must take into consideration the needs and limitations of the educational program and of the volunteers. A training session that is too lengthy might discourage eager, excited volunteers who are giving their own time to participate in the program.

To ensure that the training received by volunteers is comprehensive yet realistic in terms of time, consider shortening the preservice program and supplementing it with brief inservice sessions during the year.

11. Prepare a tentative agenda.

    Consider objectives and activities, time, personnel and material resources available.

12. Submit the agenda for review and revision.

    Request input from all levels of personnel who will be involved in the program. Ask an administrator, a teacher, and an experienced volunteer to review the training you have planned. Viewing the program from his/her own perspective, each will be able to point out weaknesses which you might have overlooked.

13. Contact resource people, if needed.

    It is better to contact resource people after the agenda has been approved. Proposed sessions might be eliminated during the review process. It would be embarrassing for everyone concerned if resource people who have already agreed to help must later be told that their sessions were cancelled.

14. Finalize the agenda.

15. Prepare needed materials.

The following five pages provide you with sample worksheets to help in planning a volunteer training program.

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

STATE THE GOAL(S) OF THIS VOLUNTEER TRAINING PROGRAM

____

____

____

LIST THE OBJECTIVES OF THIS VOLUNTEER TRAINING PROGRAM

I.

II.

III.

IV.

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

STATE THE GOAL(S) OF THIS VOLUNTEER PROGRAM

To Build the Student's Interest in Reading

LIST THE OBJECTIVES OF THIS VOLUNTEER TRAINING PROGRAM

I. At the conclusion of this training, program participants will demonstrate the ability to administer a reading interest inventory.

II. At the conclusion of this training, program participants will demonstrate the ability to use the language experience approach.

III. Etc.

IV.

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

<table>
<tr><td colspan="5">OBJECTIVE</td></tr>
<tr><td>ACTIVITIES</td><td>STAFFING</td><td>ESTIMATED TIME</td><td>MATERIALS</td><td>EQUIPMENT</td></tr>
<tr><td>1.
2.
3.</td><td></td><td></td><td></td><td></td></tr>
</table>

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

OBJECTIVE I: At the conclusion of this training session, participants will demonstrate the ability to administer a reading interest inventory.

ACTIVITIES	STAFFING	ESTIMATED TIME	MATERIALS	EQUIPMENT
1. Discussion: Purpose of RII and questioning strategies;	Jim Garcia, volunteer	15 minutes	Handout of sample RII	Overhead, grease pencil, extension cord, screen, erasing cloth
2. Small group activities: Practice in questioning strategies;		30 minutes	Transparency of RII	
3. Pairing: Practice in administering RII		15 minutes		

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

OBJECTIVE II: At the conclusion of this training session, participants will demonstrate the ability to use the language experience approach.

ACTIVITIES	STAFFING	ESTIMATED TIME	MATERIALS	EQUIPMENT
1. Discussion: What is language experience?	Jill Smith, Reading Coordinator	15-20 minutes	Handouts	Overhead, grease pencil, extension cord, screen, erasing cloth
2. Role playing a language experience exercise	Jill Smith and Louis Young, volunteer	15 minutes	Transparencies, sample student books, index cards	
3. Pairing: Participants practice with each other or student volunteers if possible		30 minutes		Tape recorders

POSSIBLE TOPICS FOR A TUTOR TRAINING PROGRAM IN READING

1. GOALS OF THE VOLUNTEER PROGRAM
2. ROLE OF THE VOLUNTEER TUTOR
3. ORIENTATION TO FACILITIES AND PROCEDURES
4. GOOD COMMUNICATION TECHNIQUES
5. OVERVIEW OF THE DISTRICT'S READING PROGRAM
6. THE ROLE OF SELF CONCEPT IN THE LEARNING PROCESS
7. OVERVIEW OF THE READING PROCESS
8. LITERACY: READING AND COMMUNICATION SKILLS
9. READINESS AND READING
10. LANGUAGE AND READING
11. ACTIVITIES TO ENCOURAGE READINESS
12. SIMPLE DIAGNOSTIC TECHNIQUES
13. TECHNIQUES FOR DEVELOPING WORD RECOGNITION SKILLS
14. TECHNIQUES FOR IMPROVING SIGHT VOCABULARY
15. TECHNIQUES FOR DEVELOPING COMPREHENSION SKILLS
16. POSSIBLE CHARACTERISTICS OF CHILDREN EXPERIENCING READING DIFFICULTIES
17. PSYCHOLOGY OF THE ADULT LEARNER
18. READING ALOUD TO CHILDREN

19. USING THE LANGUAGE EXPERIENCE APPROACH
20. READINESS ACTIVITIES
21. USING AUDIO-VISUAL EQUIPMENT
22. QUESTIONING STRATEGIES
23. LISTENING SKILLS
24. STUDY SKILLS
25. INSTRUCTIONAL GAMES - USE AND CONSTRUCTION
26. HELPING THE CHILD SELECT THE RIGHT BOOK
27. USING THE LIBRARY AS A RESOURCE
28. STRATEGIES FOR EFFECTIVE GROUP WORK
29. PLANNING THE TUTORING LESSON
30. HIGH INTEREST/LOW VOCABULARY BOOKS
31. USING MAGAZINES AND NEWSPAPERS
32. USING MATERIALS FROM EVERYDAY LIVING
33. DISCUSSION OF TERMINOLOGY
34. STORY TELLING
35. SELF-EVALUATION
36. INTEREST INVENTORY

DEVELOPING THE CONTENT OF THE TRAINING SESSIONS

It is important that volunteers have a sense of purpose and direction when they begin their tutoring experiences. They should have a clearly defined concept of their role and an understanding of their contributions to the total educational program.

Conducting a training program for volunteers prior to their involvement with students will help give them this perspective. It can also alleviate apprehension by giving the volunteer knowledge and experiences which will help him/her feel more comfortable in the tutoring situation.

What procedures should be followed when planning a training program? What topics should the sessions address? Time limitations might dictate that some items be excluded. If so, how will topics covered during the training be selected?

Below are some general considerations which should be reviewed when you are planning the training sessions.

1. The educational and experiential background of the volunteer

2. The nature of the population to be served

3. The situation in which the volunteer will be expected to work (one-to-one, small group)

4. The necessity of including an orientation to program policies, procedures and facilities in the training sessions. Such an orientation might include:

    a. How volunteer assignments will be made
    b. The hours volunteers will be expected to contribute
    c. A tour of building facilities, including lounge and work areas

d. A discussion of fire and tornado drill procedures
e. The location and availability of instructional materials
f. Record keeping procedures
g. The relationship with the volunteer coordinator
h. The relationship with paid staff
i. For in-school programs, the school's policy regarding parents working in their own children's classroom

RIGHT TO READ HANDBOOKS
FOR
VOLUNTEER TUTOR TRAINING PROGRAMS

The National Right to Read Office has revised the three volunteer tutor publications originally produced by the National Reading Center. These useful handbooks are now available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Publications should be ordered by G.P.O. Stock Number, and payment should be included.

1. Tutors' Resource Handbook (DHEW Publication No. (OE) 7400101). GPO Stock No. 1780-01333. Price $2.15.

2. Tutor-Trainers' Resource Handbook (DHEW Publication No. (OE) 74-00102). GPO Stock No. 1780-01334. Price $1.90.

3. Tutoring Resource Handbook for Teachers (DHEW Publication No. (OE) 74-00103). GPO Stock No. 1780-01332. Price $.75.

SPECIAL CONSIDERATIONS

Although the information included in this section of the Right to Read Manual is generally applicable to most volunteer programs, specific kinds of educational programs will have unique concerns. Two special program areas are discussed below.

PRESCHOOL PROGRAMS

An excellent resource for those interested in implementing a preschool volunteer program is Getting People to Read, by Carl Smith and Leo Fay. The second chapter, devoted to preschool programs, describes a variety of successful preschool programs. In addition, it briefly reviews the underlying concepts of early childhood education which the authors feel must be understood by volunteers working at this level. The five basic principles are:

1. Language should start with concrete experience.
2. Social relationships are best understood when they are seen in some concrete form.
3. There is no clear-cut set of experiences and sequence of activities a child must complete before he/she learns to read.
4. Language develops best when it is used in interesting activities.
5. Thinking patterns can be prompted by questions the adults ask.[3]

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[3] Smith, Carl and Fay, Leo. Getting People to Read, New York, New York: Delta Books (1973) pp. 41 & 42.

ADULT PROGRAMS

When planning a volunteer program for adults, one should always remember that adults are ADULTS--they are not tall children. They bring to the tutoring session a wealth of background experiences and concerns that a child does not. The adult tutee is a grown-up and should be so treated. A condescending attitude on the part of a tutor will be disastrous to the tutor-tutee relationship, and perhaps to the volunteer program as a whole.

There are two national, non-profit organizations which presently prepare tutors to work with adults: Literacy Volunteers of America and the National Affiliation for Literacy Advance, Laubach Literacy.

For further information write:

Literacy Volunteers of America, Inc.
222 West Onondaga Street
Syracuse, New York 13202
Phone: (315) 478-2113

National Affiliation for Literacy Advance
Priscilla Gipson, Executive Secretary
Laubach Literacy, Inc.
P.O. Box 131
Syracuse, New York 13210

ORGANIZATIONAL MATERIALS AND HANDOUTS

The remainder of this section of the Right to Read Manual consists of sample forms and materials to assist you in the implementation of a volunteer program. Not all materials will be appropriate or necessary in your program. You may want to adapt or reproduce those which you do find useful. Listed below are the items in two general categories.

I. Materials to aid in program organization and evaluation

Sample News Release
Sample Job Description - Volunteer Program Coordinator
Sample Job Description - Building Volunteer Coordinator
Sample Job Description - Reading Tutor
Pupil Background Information
Parental Permission Form
Tutor Information Form

Daily Lesson Plan Form 1
Daily Lesson Plan Form 2
Daily Record Sheet
Daily Tutoring Record

Weekly Self-Evaluation of Tutor Performance
Teacher's Evaluation of the Tutor
Tutor's Evaluation of the Student

II. Materials suitable for distribution and use during training sessions

Creating an Effective Teacher-Tutor Relationship
Criteria for Selecting Students for a Tutoring Program
Guidelines for Volunteers
The Objectives of the Volunteer Tutoring Program
How the Teacher Can Prepare the Student for Tutoring
What is an Interest Inventory?
Reading Interest Inventory
Points to Remember in Tutoring Programs
Tips for the Tutor

Sample News Release

For Release: (IMMEDIATE or date) CONTACT: (NAME)
Volunteers Sought to Help Elementary School Children Improve Reading Skills

A training workshop for volunteer reading tutors will be held in (place) beginning (date)

Sponsored by (name of group or school) , the workshop is open to all those interested in assisting children a few hours regularly each week.

Tutors will work in a local school, under the direction of a primary grade teacher.

The workshop will give 16-20 hours of training over a ______________ week period. Volunteers will be provided with the "Tutors' Resource Handbook" and other aids. Upon completion of the course, reading tutors will work with children who need their help in neighborhood schools.

The workshop will be conducted by Right to Read trainers.

Volunteers who wish to help elementary school children improve their reading skills may sign up for the tutor training workshop by contacting (name, telephone, address).

(Name of State) is one of the states participating in this national effort to generate thousands of trained reading volunteers by the end of this year.

SAMPLE JOB DESCRIPTION

Job Title: Volunteer Program Coordinator
Job Objectives: (1) In cooperation with the Right to Read Advisory Council and the administration, to organize, develop, and direct the tutor-training program on the local level. (2) To recruit and train coordinators to work at the building level.

Functions:

a. Serve as ex-officio member of the Right to Read Advisory Council which established goals and implements the tutor program.
b. Recruit and train a building coordinator for each place where program will be operating.
c. Assist the LEA Task Force with the organization and administration of tutor program activities--recruitment, interviewing, and referral of volunteers to schools requesting tutors.
d. Determine schedule for training sessions.
e. Select adequate training sites for each trainer and/or training session.
f. Secure additional tutor-training materials for training of volunteers.
g. Schedule teacher-orientation sessions.
h. Assist in conducting teacher-orientation sessions.
i. Help building coordinators in recruiting, interviewing, placing, supervising and other aspects of programming for volunteers.
j. Maintain records of volunteer activities.
k. Evaluate, process, and report results to the Right to Read Advisory Council.

Qualifications:

Experience in working with public and community organizations, particularly parent groups such as the PTA.
Knowledge of the community and its resources.
Experience as reading tutor.

Mobility to travel to participating locations.
Ability to train and service building volunteer coordinators.
May be staff member of an existing volunteer program.

Training:
Attendance at one series of tutor-training sessions.
The local Right to Read director might serve in this capacity.

Responsible To: Administration and Right to Read Advisory Council.

SAMPLE JOB DESCRIPTION

Job Title: Building Volunteer Coordinator
Job Objective: To act as liaison between professional staff of school and the volunteers in the school.
Place of Work: In school building and at home.
Hours: Two hours three times a week minimum, for a period of at least one year. Two hours per school day are desirable.
Functions:

a. Assist in orientation of school staff.
b. Process teacher requests for volunteer tutors.
c. Enlist support of neighborhood agencies and publications, coordinating promotion with tutor program public relations committee.
d. Help in recruitment of tutors.
e. Secure volunteer tutors' applications, conduct interviews, review tutors' job descriptions, and assign volunteers with help or concurrence of principal.
f. Arrange for training sessions for prospective volunteers.
g. Provide basic tutor orientation at the building level.
h. Confer with principal and teachers when necessary.
i. Maintain resource materials and supplies for volunteers.
j. Maintain records of volunteer activities and student progress.
k. Arrange for substitutes when volunteers must be absent.
l. Plan for ongoing motivation of volunteers.
m. Maintain regular communication with community coordinator.

Qualifications:

Ability to delegate responsibility, explain the reasons for certain jobs, make decisions and generate teamwork and loyalty.

Working knowledge of school-parent organizations and active membership in such an organization.

Understanding of needs and problems of children.

Experience as school volunteer or tutor.

Training:

Training in the basics of recruitment, placement, motivation, and evaluation of school volunteers.

Attendance at one complete tutor-training course conducted for tutors in the community.

Responsible To: School principal and community coordinator.

SAMPLE JOB DESCRIPTION

Job Title: Reading Tutor

Job Objectives: To provide reinforcement to a child with reading difficulties through a one-to-one relationship as an instructional aide; to improve a child's self-image; and to expand a child's learning experiences.

Place to Work: In school classroom or place designated by principal; or in another tutoring site such as a church, community center or library.

Hours: Twice a week, approximately one hour at each session.

Duration of Job: Until end of school year.

Duties: Under the direction and guidance of the teacher, the reading tutor will:

Help the child to develop a positive self-image and sense of self-worth through personal concern and reassurance about himself/herself and his/her schoolwork.

Help the child develop a positive attitude toward reading.

Help the child overcome deficiencies in specific reading skills.

Qualifications:

Good health; must agree to conform to local health requirements for school personnel.

Dependability and promptness.

Ability to relate to children and understand their needs.

Respect for confidentiality.

Flexibility, friendliness, and patience.

Dress to conform with standards set for school personnel.

Orientation and Training:

Sixteen to twenty hours of training in reading tutoring (including practicum).

Basic orientation to the school, its facilities, policies, and volunteer program.

Additional inservice training when necessary.

Responsible To: The teacher under whose direction the tutor is working. The reading tutor will also cooperate with the volunteer coordinator and the principal, or his/her appointed school staff representative.

PUPIL BACKGROUND INFORMATION
(To be completed by the teacher)

Student's Name____

Age_______ Reading Level_______ Grade Level____________

Parent's Name (or Guardian)____________________________

Address______________________________ Phone No.________

Number of children in family___________________________

What approximate reading level would you suggest for beginning tutoring materials with this student? (Keep in mind that the tutor can advance to higher level materials.)

List this student's strengths in reading.

List the three reading skills in which this student needs the most help.

1.

2.

3.

Does the student have any physical problem which may interfere with his/her reading ability? Explain.

Does the student have any other problems that may interfere with his/her reading ability (emotional, environmental, language, etc.)? Explain.

List any special interests this student has which may help his/her tutor establish rapport more quickly.

Do you have any other comments concerning this student that might be of use to his/her tutor?

Teacher's Signature______________________

Room No.______________________

PARENTAL PERMISSION FORM
Tutoring Program in Reading

Dear Parent,

_______________________________ has suggested that your
(teacher's name)
child might benefit from some extra attention in the area of reading. We hope that you will cooperate with, and take an interest in, this new tutoring program sponsored by __________________ School. If you have any questions, please call _________________________ at ___________
(Volunteer Coordinator) (telephone number)

- -

_______________________________ has my permission to be
(child's name)
part of _______________ School's tutoring program in reading. I understand that he/she will meet regularly during school hours with a tutor who has been especially trained to help with reading.

____
Parent's signature

____
Date

Please return this form to the classroom teacher.
Thank you.

TUTOR INFORMATION FORM

Name: Mr.
Mrs. ____
Miss

Address: ____

Phone Number: __________________ Date: ________________

Highest Level of Education: __________________________

If you have children, list their name, age, grade level and school they attend.

____

____

____

____

If you have a preference, please list whether you would rather work with boys or girls and at what grade level.

____

When (days and times) are you available to serve regularly each week? Please indicate the specific days, the number of hours and whether mornings or afternoons are best.

____

____

What are your special interests or hobbies?

____

Do you speak another language in addition to English?
If so, which one?

____

Do you have any special abilities that might be useful
in the classroom? If so, what are they?

____

Daily Lesson Plan: Form 1

Student's Name ____________________

Tutor's Name ____________________ Date ____________

Objective:

Materials:

Procedure:
    Introduction:

    Practice Activity:

Reinforcement:

Evaluation:

Daily Lesson Plan: Form 2

Student__________________ Tutor__________________ Teacher________________

OBJECTIVE FOR TODAY	ACTIVITIES	TUTOR'S COMMENTS	TEACHER'S COMMENTS

DAILY RECORD SHEET

Student ____

Tutor ____________________________ Date ______________

Review:

Readiness:

Specific Purpose:

General Purpose:

Materials:

Reading Selection: Title ____________________________

Author ____________________________

Source ____________________________

Procedures:

Evaluation:

DAILY TUTORING RECORD

Student's Name ____

Tutor's Name ______________________ Date _______________

Materials Used

Notes made during the tutoring session

Student's reactions

To the purpose of the lesson ______________________

____

____

To the books and materials used ___________________

____

____

To the instructional procedures used ______________

____

____

Tutor's reactions and comments

Weekly Self-Evaluation of Tutor Performance
(To be completed by the tutor)

_____ Yes _____ No There was (were) specific objective(s) for the lesson.

_____ Yes _____ No There was a clear plan outlining how to conduct the lesson.

_____ Yes _____ No Materials were there and ready for use.

_____ Yes _____ No A variety of activities kept the lessons interesting.

_____ Yes _____ No I praised and encouraged the learner often.

_____ Yes _____ No I made notes on the learner's responses.

_____ Yes _____ No I showed enthusiasm for our work.

_____ Yes _____ No I gave the learner a sense of his/her progress.

_____ Yes _____ No I have a better idea about what steps to take next.

What is Success?

Success in tutoring comes from concern for all the areas listed on this self-evaluation form. You do not have to score high in every category each time you tutor a child. In fact, that is not likely to happen. The greatest weight should be given to those questions that deal with evidence of change in the learner. You may plan well, but if the learner does not respond, something else has to be done to achieve the success that you are after.

TEACHER'S EVALUATION OF THE TUTOR
(To be completed by the teacher)

Name of Tutor____

Name of Teacher_____________________ Date _______________

Rate the performance of the tutor according to the statements below.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

SA	A	D	SD	The tutor worked effectively with the teacher.
SA	A	D	SD	The tutor's attendance was regular and dependable.
SA	A	D	SD	The tutor established rapport with his/her assigned students.
SA	A	D	SD	The tutor provided an appropriate model for the students in his/her behavior, speech and dress.
SA	A	D	SD	The tutor carried out instructions well.
SA	A	D	SD	The tutor kept good daily records.
SA	A	D	SD	The tutor worked without extensive direction from the teacher.
SA	A	D	SD	The tutor at all times maintained a professional relationship with the student, teacher and the school staff.

SA A D SD The tutor helped improve the student's attitude and/or reading ability.

SA A D SD The tutor showed initiative in planning activities for the student.

SA A D SD The tutor changed or adapted the lesson plans to the needs of the student when necessary.

SA A D SD The tutor seemed to enjoy working in the tutoring situation.

TUTOR'S EVALUATION OF THE STUDENT
(To be completed by the tutor)

Student's Name______________________________ Grade______

Tutor's Name________________________ Date_______________

How many sessions did you actually meet with the student?

How has the student responded to the tutoring sessions and to you as a personal friend?

Have you noticed a change of attitude on the part of the student toward the tutoring sessions or toward reading?

What skills have you been working on with this student?

What materials have you used with this student?

What are your impressions of the problems facing your student?

What do you see as the strengths of this student?

Have you had any special problems with this student?

What change, if any, have you noticed in the student's reading ability or in the student's ability to use specific skills?

What recommendations would you make concerning future work with this student?

CREATING AN EFFECTIVE TEACHER - TUTOR RELATIONSHIP
TEACHER'S CHECKLIST

In working with tutors, teachers need to recognize the tutors as individuals with their own specific capabilities, talents, and needs. Remembering the following points will help teachers establish effective working relationships with their tutors.

1. Tutors need encouragement. They may often feel very insecure in their new role as a tutor.
2. Tutors need to be treated with respect. They are giving their time because they are interested in the educational process. They need to be respected for their willingness to help and for their special abilities.
3. Tutors need assistance and direction. Let tutors know that you are available to help. You could offer to help the tutors locate materials or seek additional assistance for the tutors if necessary.
4. Tutors need to feel wanted or needed. Teachers should let tutors know that the assistance they provide is of value to the teacher and the student.
5. Tutors need to know what is expected of them. Do not let the tutor wonder whether to wait for teacher direction or use his/her own initiative.
6. Tutors need praise. When the tutor's efforts are successful, the teacher should be appreciative of the tutor's contribution.

CRITERIA FOR SELECTING STUDENTS FOR A TURORING PROGRAM

There are many people who could benefit from individualized instruction and attention. In general, people in the following categories might profit from tutoring. (Notice that many of these require selective judgements.)

1. Someone who is one semester or more behind in general reading ability.
2. Someone who lacks specific skills in reading which are needed to progress in other subject areas.
3. Someone who has a limited background of experiences and who has difficulty communicating.
4. Someone who lacks several important skills which limit his/her entire reading growth.
5. Someone who lacks several skills but whose poor attitude and past failures interfere with progress.
6. Someone whose first language is not English.
7. Someone who is illiterate or wants to learn to read better.

GUIDELINES FOR VOLUNTEERS

1. Have the time and desire to give. A consistent time schedule for one or more days of the week should be established.

2. Be friendly, reliable, flexible and honest. This will help you develop an open relationship with the student or students you will be working with.

3. Be warm and compassionate. Those who are most difficult to love often need it the most.

4. Have faith in the student's ability to perform and communicate that belief to him/her. Believing in the student is vital.

5. Be enthusiastic about what you are teaching, discussing and helping the student discover. Your interest in the material will be conveyed and will spark interest.

6. Have a professional attitude and interest in education. Confidential matters must be kept confidential. Information from student files must be kept private.

7. Feel a deep obligation to support and help the schools.

8. Be consistent and reliable in your commitment. Dependability and cooperativeness are more important than special skills. Remember that the teacher has the ultimate responsibility and will make the final decision about classroom activities. Avoid critizing the teacher or school programs in general.

9. Be sure to call the school if you must miss a tutoring session. The teacher can then be informed of your absence.

10. A feeling of mutual understanding and confidence between the tutor and the school is essential. The school wants you to enjoy your experience. If there are any problems, if you would rather work in another subject area or with another teacher or if circumstances dictate that you change the days or hours you wish to volunteer, notify the volunteer coordinator.

THE OBJECTIVES OF THE VOLUNTEER TUTORING PROGRAM

The objectives of the volunteer program could include:

1. Providing more individualized attention for students who are underachievers in reading.
2. Enhancing a positive self concept in the student.
3. Increasing the student's oral language facility.
4. Providing reinforcement for learning that occurs in the classroom.
5. Building the student's interest in reading.
6. Helping the student see that learning can be fun.
7. Trying to overcome mild reading disabilities before they become too severe.

HOW THE TEACHER CAN PREPARE THE STUDENT FOR TUTORING

The teacher can help the student have a positive attitude toward the tutoring sessions by talking with him/her prior to the first session. Some suggestions to consider are:

1. Tell the student about the tutoring program. Explain that he/she has been selected to work with a special person (by name, please) at a certain time, in a certain location. Arrange a special signal with the student so that he/she will be ready when it is time. Be positive in your attitude toward the program.

2. If others ask about what is going on, be truthful and positive. Help them to see that the tutoring program is pleasant and desirable and not something about which they will want to tease those involved.

3. Help the student view the tutoring session as something enjoyable and helpful and not as a punishment. It is important to arrange the tutee's schedule so that he/she is not tutored during recess or a favorite activity. Occasionally it may be necessary to cancel a regularly scheduled tutoring session for some activity that may be very important to the student.

4. Be alert to any change in student attitude or improvements in his/her reading skills. Praise the student as well as the tutor, but do not do it in front of the class if it will cause embarrassment. Let the child know privately that you are pleased with his/her progress.

WHAT IS AN INTEREST INVENTORY?

...A device which can help the tutor learn more about the individual he/she is tutoring.

HOW CAN THE TUTOR USE THE INTEREST INVENTORY?

...To get acquainted with the student

...To select or prepare materials to be used in tutoring sessions

...To select stories which can be read to the student

...To know the interests of the student to help him/her select materials for recreational reading

...To involve the student in language experience activities

QUESTIONNAIRE
READING INTEREST INVENTORY

Directions: Ask the student the following questions.

1. What do you like to do after school?
2. Do you make things? What things have you made?
3. What do you like to play with at home?
4. How much time do you spend listening to the radio?

   on a school day _____ on a weekend _____
5. What is your favorite television program?
6. Do you like to have someone read or tell a story to you?
7. What magazines do you read?
8. Do you ever visit the public library?
9. Do you read comic books? What are your favorites?
10. What kind of work do you want to do when you finish school?
11. Have you read any books or stories about the kind of work you want to do?
12. How do you feel about reading the following?

	DO NOT LIKE	LIKE A LITTLE	LIKE A LOT
Stories about animals	__________	__________	__________
Mystery stories	__________	__________	__________
Adventure stories	__________	__________	__________
Funny stories	__________	__________	__________

	DO NOT LIKE	LIKE A LITTLE	LIKE A LOT
Comics			
Science fiction			
Cowboy stories			
Sports stories			
Myths and legends			
Stories about dinosaurs			
History			
True stories about people			
Stories about places			
Cookbooks			
Catalogues			

Are there any other kinds of things you like to read or read about?

POINTS TO REMEMBER IN TUTORING PROGRAMS

1. The effect of tutoring is often difficult to measure. There are seldom spectacular successes.

2. Tutoring can help curtail absenteeism, which is often a problem with students having difficulty in school.

3. A tutoring program can show that someone cares. Tutors are able to offer the individual attention that a teacher often does not have time to give.

4. Always encourage students by pointing out areas in which they excel or have improved.

5. Try to find out the special interest of the student. Design many of your tutoring sessions around those subject areas.

6. Emphasize skill development and student discovery rather than forced memorization of the materials.

7. Provide problem solving situations to give the student the opportunity to develop research and thinking skills.

8. Analysis, rather than mere rote recall, is the goal. Provide practice in decision-making.

9. Students need help in learning how to learn. This involves knowing how to find information and judge its worth.

TIPS FOR THE TUTOR

Tutoring demands a definite commitment. Do not start unless you can be faithful throughout the program. Few things will dampen a student's faith in his/her tutor more quickly than having one who fails to appear at a scheduled session.

1. Follow through on all your promises.
2. Make your student feel that he/she can have success.
3. Be reasonable in what you expect to accomplish as a volunteer.
4. Be sensitive to the existence of emotional or psychological problems which may be affecting the performance of the person being tutored. It is not the tutor's role to handle these problems. However, you might bring them to the attention of the teacher or principal.
5. AVOID ASSUMING THE ROLE AND RESPONSIBILITIES OF THE TEACHER AND PARENT. Your job is to help these people, not replace them.
6. Resist the temptation to criticize the schools as a means of identifying with the student. If there are questions regarding the school's instructional program, its policies or procedures, the tutor should contact the teacher and then, if necessary, the principal.
7. Always be on time. This adds to the effectiveness of your tutoring. If you are late, the student may begin to doubt the sincerity of your concern for tutoring him/her.

BIBLIOGRAPHY ON VOLUNTEER PROGRAMS

The materials listed below would be useful to you in planning and implementing a volunteer program.

ACTION, The National Student Volunteer Program. High School Student Volunteers. 806 Connecticut Avenue, N.W., Washington, D.C. 20525.

This helpful manual was written for those who wish to institute or expand a high school sponsored volunteer program. Based on the experiences of a wide variety of successful programs, it shows in detail how to implement a volunteer effort.

Chambers, Jewell C. (Ed.) ABC's: A Handbook for Educational Volunteers. Washington, D.C.: Washington Technical Institute, December, 1972.

This guide provides a basic outline for establishing a volunteer program which should be modified to meet local needs and situations. Some of the topics are: recruitment of volunteers, orientation and training for volunteers and evaluation of volunteer programs.

Church Women United. Guidelines for Adult Basic Education Volunteers, Box 134 Manhattanville Station, New York, New York 10027, 1971. 40 p. $1.00.

This resource offers suggestions for creating a local unit of volunteers using existing training resources.

Gardner, Allen. Paraprofessionals and Their Performance. New York: Praeger, 1971.

The role of the paraprofessional is fully described here. Training and classroom performance are included.

Goldman, Samuel. *The School Principal*. New York: Center for Applied Research in Education, Inc., 1966.

This book gives complete information on the principal's role, responsibilities, education and functions in the community.

Griffiths, Daniel. *The School Superintendent*. New York: Center for Applied Research in Education, Inc., 1966.

Discussed here is the development of the position of superintendent, including his/her education, role, function and status.

Huntsville Board of Education. *Volunteer: Handbook for Adult Education Volunteers*, Huntsville Area Vocational Technical Center, Huntsville, Alabama, 1973. 21 p. Single copy free.

A review of the characteristics of the educationally disadvantaged adult and the responsibilities of the adult educator and recruiter are given here.

Illinois Office of Education. *Because They Care*. Community Relations Section, 100 North First Street, Springfield, Illinois 62777, 1975.

This publication is a practical resource manual for establishing volunteer in-school programs. The information it contains is based on an informal survey of administrators, teachers, students and volunteers in over two hundred school districts in Illinois.

Kinder, Robert. "The Training and Use of Paraprofessionals in Teaching Reading," in *Reading Goals for the Disadvantaged*, J. Allen Figure (Ed.). Newark, Delaware: International Reading Association, 1970, pp. 63-67.

This article lists assignments for paraprofessionals and discusses research on their roles, evaluation, education, experiences, inservice training, and methods of payment.

Rausch, Sidney, J. (Ed.) Handbook for the Volunteer. Newark, Delaware: International Reading Association, 1969.

This handbook is designed for use by tutors who will be working with children, adolescents or adults. It gives the tutor specific information on the reading process, diagnosis, teaching procedures and volunteer program organization and materials.

Right to Read '75, Vol. 2, No. 2 (July, 1975), Newark: Delaware: International Reading Association.

This helpful newsletter provides information on the organization and implementation of an effective volunteer program. The contents reflect the results of a survey conducted by successful volunteer programs.

Sleisenger, Lenore. Guidebook for the Volunteer Reading Teacher. New York: Teachers College Press, Columbia University, 1970.

This booklet describes the specific needs of the disadvantaged child, clarifies the goals of the volunteer and suggests ways to solve some of the problems of teaching these children to read with understanding. There are suggestions for activities connected with reading which will enhance the effectiveness of the reading program and help volunteers organize their lessons.

Smith, Carl B., and Fay, Leo C. Getting People to Read: Volunteer Programs That Work. New York, New York: Delta Books, 1971.

Here is a thorough, comprehensive study of successful volunteer literacy programs of all kinds at all levels, preschool through adult. This excellent resource should be read by any individual or group interested in developing a volunteer program.

Smith, Carl. (Ed.) Parents and Reading. Newark, Delaware: International Reading Association, 1971.

Many ways parents can help in reading are suggested here. The materials were derived from a conference for parents.

U.S. Office of Education, Right to Read Office. Tutoring Resource Handbook for Teachers. Superintendent of Documents, U.S. Government Printing Office, Washingtion, D.C. 20402. DHEW Pub. #OE-74-00103. GPO Stock #1780-01332. Price $.75.

This handbook is intended to serve as a guide to planning inservice sessions for teachers, so that they will be prepared to effectively utilize volunteer resources.

U.S. Office of Education, Right to Read Office. Tutor's Resource Handbook. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. DHEW Pub. #OE 74-00101, GPO Stock #1780-01333, Price $2.15.

This manual provides sixty sample skill lessons for volunteers to use in the tutoring situation.

U.S. Office of Education, Right to Read Office. Tutor-Trainer's Resource Handbook. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. DHEW Pub. #OE 74-00102. GPO Stock #1780-01334. Price $1.90.

This handbook offers a step-by-step guide for the planning and implementation of a tutor training program.

Wilson, Robert. Diagnosis and Remedial Reading. Columbus, Ohio: Charles E. Merrill, 1972, pp. 181-182, 283-299.

Paraprofessionals and parents are given suggestions for helping children with reading problems. Prevention is discussed with the idea of the parent helping the child.

CLEARINGHOUSE, NATIONAL CENTER FOR VOLUNTARY ACTION

Of great value to anyone involved in planning and implementing a volunteer program are the resources and services available from NCVA. The Clearinghouse prepares listings of organizations that are willing to provide technical and other assistance to volunteer groups. It also prepares annotated bibliographies of pamphlets and other publications, free or at nominal cost, that relate to the development of volunteer programs. These listings, in many areas of specialization, are known as Green Sheets. A subject area listing of available Green Sheets follows. To receive copies of selected Green Sheets, write to the Clearinghouse, National Center for Voluntary Action, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

NATIONAL CENTER FOR VOLUNTARY ACTION
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Clearinghouse Green Sheets

CONTENTS

CLEARINGHOUSE GREEN SHEETS are subject-order lists of resource groups and of publications directly and indirectly related to volunteering in the areas listed. Cross-references have been held to an absolute minimum. Please check related areas of interest.

Subject Area

- ADMINISTRATION AND ORGANIZATION IN VOLUNTEERISM
  - National Membership and Resource Organizations
  - National Journals, Newsletters
  - The VAC/Volunteer Bureau/Center/Pool/Community-wide Operation
  - Recruiting/Interviewing/Training/Supervising
  - Recognition
  - Volunteer/Staff Relations
  - General Reading/Bibliographies/Resource Directories
  - Program Evaluation

- BICENTENNIAL ACTIVITIES

- BUSINESS/INDUSTRY INVOLVEMENT IN VOLUNTEERISM

- CIVIC AFFAIRS
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  - Civil Rights

- COMMUNICATIONS AND PUBLIC RELATIONS

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CULTURAL ENRICHMENT

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EDUCATION
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- Library Assistance
- Reading Assistance
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EMPLOYMENT

ENTREPRENEURSHIP

FAMILY-, YOUTH- AND CHILDREN-ORIENTED SERVICES

FEDERAL SURPLUS PROPERTY

FUNDING, FUND-RAISING, AND RELATED RESOURCES,

HEALTH AND MENTAL HEALTH
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- Venereal Disease

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LEADERSHIP DEVELOPMENT/BOARDS

LEGAL RIGHTS, LAW ENFORCEMENT, AND CRIME PREVENTION
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- Miscellaneous

NUTRITION EDUCATION AND FOOD PROGRAMS

THE OLDER PERSON

PHYSICAL ENVIRONMENT
- General
    - Air Pollution
    - Energy
    - Noise
    - Parks, Land, Endangered Species
    - Solid Waste
    - Water Pollution
- Population Control (separate section)

RECREATION

REVENUE SHARING

THE STUDENT VOLUNTEER

TRANSPORTATION

TRAINING MATERIAL is not separately indexed, but most major categories contain material directly related or useful to training. Reports on past, present and future training events--both college- and community-based--are contained in a series of Clearinghouse portfolios:

- #5 College Involvement in Training of Volunteer Administrators
- #10 College Involvement in Training of Volunteers
- #15 Community-Based Training for Volunteer Administrators
- #20 Community-Based Training for Volunteers

If you are interested in program titles and locations only, ask for the directory, College-University Resources for Training in Voluntary Action, which contains a state-by-state listing of all programs that have come to the attention of the Clearinghouse (including those in above portfolios).

In Give Me ALL the Information About Training..., the Clearinghouse Director provides a brief outline of how the Clearinghouse has structured training material.

A complimentary copy of each of these items is free; additional copies of portfolios are $1 each; additional copies of the directory or the Director's message are 25¢ each.

Right to Read
and
Educational Change

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Renovation

When victory is won bringing a new time and good fortune, the superior personality makes itself felt through strong influences. But keep in mind that a forest grows more freshly green from the charred land after a fire. A new era seems more glorious when it is compared to the misery of its antecedent.

SECTION I

RIGHT TO READ AND EDUCATIONAL CHANGE

INTRODUCTION

The previous sections of the Manual have dealt with strategies and processes to be followed in planning and implementing a local Right to Read program. Inherent in the publication of this handbook, in fact, is the assumption that various changes and improvements need to be made if reading and literacy opportunities are to improve. The role of the local Right to Read director is one of leader or change agent.

This section will address the change variable in the development of local Right to Read efforts. Some of the topics to be covered are:

I. The role of the local Right to Read director
II. Leadership
III. The communication process
IV. Right to Read and planned change
V. Conflict management

I. THE ROLE OF THE LOCAL RIGHT TO READ DIRECTOR

Change can be viewed as a problem-solving process starting with a disturbance and ending with the resolution of the disturbance. In the case of Right to Read, the disturbance is the need to raise literacy levels and the resolution of the disturbance is the elimination of illiteracy.

The local Right to Read director should not be viewed as the only one in the community who will act as a change agent. For a community literacy effort to be effective, it is necessary to involve many people in a variety of change agent roles. The local Right to Read Advisory Council, students, parents, teachers, administrators and members of the Board of Education are only a few of those who can help initiate change in one way or another.

Roland and Mary Havelock, in their book Training for Change Agents, discuss four primary change agent roles. They are summarized here.

1. Catalyst - Inertia and complacency often cause people to resist change, even when they know themselves or when outsiders know that change is required. It is necessary, then, to get the change process started by upsetting the status quo. A catalyst does not need to have any answers--only questions that will be considered by others.

2. Solution Giver - This role involves having ideas about how things ought to be. After people are ready to consider new options, the solution giver should know when and how to present them. He/she also needs to be able to adapt the proposed solutions to the needs and desires of the group.

3. Process Helper - Someone serving in this capacity can contribute to the "how" or problem-solving phase of the change process. This person can help others diagnose problems, define needs, set objectives, choose solutions, acquire resources, implement plans and evaluate program effectiveness.

4. Resource Linker - This person identifies resources within or outside of the system and devises ways to use them to meet recognized needs.[1]

The next page identifies ways that the local director or others working on the program could serve in these four capacities. You will be able to think of many more to add to the list.

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[1] Roland G. Havelock and Mach C. Havelock. Training for Change Agents, pp. 60-62.

CHANGE AGENT ROLES AND ACTIVITIES
IN A
LOCAL RIGHT TO READ PROGRAM

CATALYST	SOLUTION GIVER	PROCESS HELPER	LINKER
1. Publicize local involvement in Right to Read	1. Find out what other programs have been developed to meet similar problems and needs	1. Develop a strategy to identify needs and prioritize them	1. Identify resources
2. Survey existing literacy programs and needs	2. Survey parents, teachers, students, administrators, etc. for ideas on what they would like to improve and how	2. Recruit and train people to help in an assessment	2. Determine the feasibility of their use in a Right to Read effort
3. Speak at meetings about the need for a Right to Read effort	3. Provide a variety of options to alleviate recognized needs	3. Write objectives and activities to meet needs	3. Plan ways to use these resources effectively
		4. Implement plans	

II. LEADERSHIP

No matter what institution or organization the local Right to Read director represents or what official function he/she serves within that system, that person is a leader of the literacy effort. It is important for the local director to be aware of the unique functions of a leader, the leadership styles that could be adopted and the variables determining the effectiveness of the leadership provided.

FUNCTIONS

There are basically two dimensions of leadership activities, which correlate closely with "climate" factors mentioned earlier. The first dimension focuses on task-related behaviors. Here the leader solves problems, clarifies responsibilities and creates mechanisms for accomplishing tasks. Person-related behaviors provide the second dimension. In this capacity the leader influences interpersonal relationships, group behavior and morale.

Motivation to work and satisfaction are related to the task to be accomplished, the system of rewards and the quality of interpersonal relationships encountered. If the reward system does not include extrinsic rewards, such as monetary payment for services, then intrinsic rewards, such as satisfaction for having made a worthwhile contribution, are needed. If someone is asked to work on something that is either routine or not very interesting, then an effort might be made to place that person in an environment where interpersonal relationships are stimulating.

The leader needs to be aware constantly of changes in the tasks or in personal behaviors which might affect the quality of the product or services offered. Whether the leader is a bank president or a local Right to Read director, he/she should strive to create a healthy working environment in which the best possible results are produced.

LEADERSHIP STYLES

No one leadership style is the most effective in all situations. The leader's behavior is constantly being evaluated by the others involved in the task. Determinations are made by those being led regarding whether or not the leader's behavior is appropriate to work and personal needs. This affects the degree to which the leader's suggestions will be followed.

Effective leadership style depends on three situational variables. A good leader should be able to interpret a situation and to some extent change his/her behavior or the expectations of others if necessary. The situational variables are:

1. Expectations of significant others (superiors, subordinates, peers) about on the leader's behavior.

2. Demands which the job makes on leadership.

3. Traditions of the organization(s) involved and the nature and distribution of power and authority.[2]

The following is a brief overview of the four main leadership styles. They are determined by the degree to which the leader is task-oriented and/or person-oriented. Remember as you read about them that each individual situation influences which leadership style would be most effective.

I. Democratic or Integrated: This leader combines task-oriented and relations-oriented behavior, guiding the group by providing information and suggesting alternatives while promoting group self-direction. He/she participates, interacts and motivates, balancing the needs of individuals and organizational goals.

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[2] Thomas A. Sergiovanni, "Leadership Behavior and Organizational Effectiveness," Notre Dame Journal of Education.

II. Autocratic or Dedicated: Here the leader dominates the group, deciding on issues, problems and the amount of group involvement. The autocratic leader organizes and initiates tasks, directs their implementation and evaluates them upon completion. He/she always makes the final decision.

III. Laissez-faire or Separated: In this case the leader does not get involved in the group. He/she is most interested in making sure that tasks are accomplished in a systematic way, with controls to avoid variations in methods used or deviation from rules or regulations. This person is more interested in record-keeping than in the internal functioning of the group.

IV. Group dynamics or Related: Here the group makes the decisions about the processes to be followed and the ways the leader can help them. The leader is concerned with meeting the two major needs of the group: to achieve group objectives and to provide satisfying and rewarding experiences. Here the leader counsels, advises and encourages group members.

The local Right to Read director may want to adopt various leadership styles, depending on the needs brought about by each situation. For instance, the local director might find the Integrated style most effective in working with faculty in a school whereas the Related style might be best for working with the Advisory Council.

QUALITIES OF AN EFFECTIVE LEADER

At the Michigan Conference on Change Agent Training, discussions were held regarding the attitudes, knowledges and skills that a leader should possess. Highlighted below are some of these qualities.

1. Attitudes and Values - The person should have:
   - Concern for the benefit of the ultimate user (students and community)
   - Concern for the benefit of society as a whole
   - Respect for the values of others
   - Strong sense of identity and ability to help others
   - Belief that those being affected by the change have a right to participate in choosing means and ends

2. Knowledge - The person should know about:
   - Individuals and groups as open interrelating systems
   - The range and interrelationship of human needs
   - The value and motivational bases of educational subsystems
   - Why and how people and systems resist change
   - The kinds of resources available and how to use them
   - The qualities of a change agent

3. Skills - The person should be able to:
   - Organize and implement projects requiring change
   - Resolve misunderstandings and conflicts
   - Build teams of people working together
   - Convey the importance of the contribution each person can make
   - Relate effectively to individuals and groups
   - Collaborate with others
   - Expand people's openness to using new internal and external resources[3]

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[3] Havelock, op.cit. pp. 70-72.

THE LEADER AND DECISION-MAKING

To obtain maximum results and allow participants to feel satisfied with their contributions, the leader must make decisions and at the same time involve those affected by the decisions. Below are five levels of decision-making and the assumptions used to justify each level.

Level 1:

The leader makes a tentative decision and asks other individuals or groups for reactions. However, the leader makes the final determination whether or not to proceed with the decision.

Assumptions:

a. The leader has probably already made the best decision.

b. No one else could offer a better alternative.

c. The decision might be improved by obtaining the perspective of others.

d. The leader must make the final decision.

Level 2:

The leader describes the situation to others and asks them to study the problem and make recommendations, listing advantages and disadvantages. Investigative procedures are specified by the leader, who will make the final decision.

Assumptions:

a. The leader has already adequately defined the nature of the problem.

b. Others could help identify the alternatives.

c. The leader should supply procedures for making recommendations because the participants are inexperienced or need direction.

d. The leader must make the final decision.

Level 3:

The leader describes the problem to others and requests their help in defining the nature of the problem. In asking for recommendations for the best course of action, the leader specifies the procedure and will veto any inadequate recommendation.

Assumptions:

a. Others could help to define better the nature of the problem.

b. Others could help find the best alternative.

c. The leader should supply procedures for making recommendations because the participants are inexperienced or need direction.

d. The leader must make the final decision.

Level 4:

The leader describes the problem to others and requests their help in defining the nature of the problem. He/she asks for a recommendation for the best course of action but does not specify procedures for arriving at the recommendation. However, the leader reserves the right to veto any recommendations that are not appropriate.

Assumptions:

a. Others could help the leader better define the problem and arrive at a recommendation.

b. The participants have enough experience and self-direction to determine necessary procedures in reaching a recommendation.

c. The leader must make the final decision.

Level 5:

The leader describes the problem to others. He/she requests their help in defining the nature of the problem and asks them to determine the best alternative. The leader allows the participants to determine the procedure for arriving at the best decision and is willing to accept their decision.

Assumptions:

a. Others could help the leader define the problem and arrive at a decision.

b. The participants are as competent as the leader in making the final decision.

c. The leader can delegate the responsibility for making the final decision and can support that decision.

GROUP DECISION-MAKING

Consensus is a decision process that can make full use of available resources and resolve conflicts creatively. Consensus is difficult to reach. Not every decision will meet with everyone's complete approval. Unanimity is not the goal, because it is rarely achieved. Each individual, however, should be able to accept the group decision on the basis of logic and feasibility. When all group members agree on this, consensus has been reached. This means, in effect, that a single person can block the group if he/she thinks it necessary.

Here are some guidelines to use in reaching consensus.

1. Avoid arguing for your own position. Present your position as lucidly and logically as possible. Listen to other members' reactions and consider them carefully before you press your point.

2. Do not assume that someone must win and someone must lose when discussion reaches a stalemate. Instead, look for the next-most-acceptable alternative for everyone involved.

3. Do not change your mind simply to avoid conflict and to reach agreement and harmony. When agreement seems to come too quickly and easily, be suspicious. Explore the reasons to make sure that everyone accepts the solution for basically similar or complementary reasons. Yield only to positions that have objective and logical foundations.

4. Avoid conflict-reducing techniques such as majority vote, coin-flip and bargaining. When a dissenting member finally agrees, do not feel that he/she must be rewarded by having his/her own way at some later point.

5. Differences of opinion are natural and expected. Seek them out and try to involve everyone in the decision process. Disagreements can help the group's decision because, with a wide range of information and opinions, there is a greater chance that the group will develop more adequate solutions.

III. THE COMMUNICATION PROCESS

It is not possible to deal in depth with the communication process in the space allotted to the subject in this Manual. What appears here is an introduction to interpersonal communication and group dynamics. It will be supplemented by experience and examples during the Programs to Train Local Right to Read Directors.

ONE-TO-ONE COMMUNICATION

One-to-one communication is characterized by three main elements: receiving messages, sending messages and responding to messages. They are described briefly here.

Receiving messages

Good communication begins with in-depth listening, which involves both perceiving messages and reflecting on them.

1. Sensitive perception deals with the verbal and nonverbal parts of the message. A listener should be in tune with what is being said and how it is being said. Examples of nonverbal messages are listed below.

   Gestures
   Facial Expression
   Body Posture
   Hand Mannerisms
   Breathing
   Eye Contact
   Muscle Tension

2. Selective reflecting involves deciding on the appropriate level of communication to which one can best respond. A good listener will test his/her perceptions, playing back to the person what is being heard. Emotions and defense mechanisms can influence what one hears. Other factors that filter messages are values, age, past experiences, language, state of mind and peers.

3. Asking for amplification or clarification is another method of reflecting on what is said. This helps focus the message, alleviating vagueness or misinterpretation. Some amplifying or clarifying questions are listed below:

1. Can you give me some examples of that idea?
2. What do you mean by _____; can you define that word?
3. How can I help you do something about your idea?
4. Did you consider any alternatives?
5. Is that very important to you?

Sending messages

On the other side of good listening is the person sending the message. The sender has a responsibility to transmit a message that can be received clearly. Listed below are ten barriers to active listening that should be avoided by senders of information.

1. Ordering, directing, commanding; telling another to do something; giving him/her an order or a command.
2. Warning, admonishing, threatening; telling another what consequences will occur if he/she does something.
3. Exhorting, moralizing, preaching; telling another what he/she should or ought to do; invoking vague outside authority and accepted truths.
4. Advising, giving solutions or suggestions; telling another how to solve a problem.
5. Lecturing, teaching, giving logical arguments; trying to influence another with facts and counterarguments.

6. Judging, criticizing, disagreeing, blaming; making a negative judgment or evaluation of the other.

7. Name-calling, ridiculing, labeling, sterotyping; making another feel foolish, putting another into a category, shaming him/her.

8. Interpreting, analyzing, diagnosing; communicating to another that you have him/her " figured out."

9. Probing, questioning, interrogating; trying to find reasons, motives, causes; searching for more than information necessary to solve the problem.

10. Withdrawing, distracting, humoring, diverting; trying to get another away from the problem.

Responding to messages

After a message has been received and clarified, it is necessary to respond to it honestly and accurately. Three suggestions should be kept in mind at this time.

First, messages should be congruent with one's honest feelings, even though everything that is felt should not always be expressed. A rule of thumb for congruent responses is to reveal as much as is necessary to keep the communication open and allow free forward movement.

Perceptions that are subjective responses to another person should be stated as personal opinion rather than dogmatic fact. This approach allows others to have their own perception without being right or wrong. It also keeps everyone involved from becoming defensive.

Another way of keeping the other person from becoming defensive is to send "I" messages rather than "you" messages. "I" messages describe how one feels, perceives or responds to a situation. "You" messages can sometimes blame, condem, admonish or command the other person.

GROUP COMMUNICATION

The discussion of communications to this point has centered around one-to-one techniques. However, the leader is often in a situation where he/she is working with a group. Below is a list of behaviors that develop within groups. The leader can observe certain elements to understand better how the group is maturing.

1. Content versus Process:

   Content is what is said within the group. Process refers to how the communication is being handled. By studying process the leader can identify working relationships within the group.

2. Communication:

   The pattern of communication can also be monitored. A leader can determine who leads whom and who influences whom by recognizing the following:

   Who talks?
   For how long?
   How often?
   Whom do people look at when they talk?
   In what order do they talk?
   What style of communication is used?

3. Decision-Making Procedures:

   By observing how a group makes decisions, the leader can evaluate the appropriateness of a decision. Observation can also help determine if the results of certain decision-making procedures are what the group really wants.

4. Task, Maintenance and Self-Oriented Behavior:

   When a statement is made in the group, the speaker may be attempting to accomplish a task (task behavior), repair a damaged relationship (maintenance behavior), or meet some personal need (self-oriented behavior). The group and the situation help determine whether or not these behaviors are legitimate.

5. Emotional Issues:

   The leader should try to recognize the underlying emotional forces within the group that interfere with or are destructive to the group's functioning. Once these forces are recognized, it is the leader's responsibility to channel that energy toward the group effort.

INTERVENTION TECHNIQUES

The way the members of a group interact gives the leader clues on approaches he/she should take when communicating with them. Flexibility in using the intervention techniques listed below gives the leader's communication with the group maximum impact.

An Inventory of Facilitator Interventions

1. Focus on the Process:

   In this case the leader might intervene in the group discussion by indicating, for example, that a group decision was made, yet only two participants voiced an opinion. Perhaps the decision-making process was weak.

2. Ask for Feelings:

   Here the leader might ask a member of the group who is vaguely supporting a point of view to express his/her feelings about the issue. Such an opportunity might help the person present a clearer argument.

3. Give Directions:

   It may be necessary for the leader to intervene during a group impasse and give specific directions for solving the problem or for getting the group back on the task. Here the leader risks making the group too dependent.

4. Perform Group Functions:

   If certain communication processes are not operating within the group, the leader may have to perform some of these functions. A leader could:

   a. seek opinions from noncontributors

   b. share his/her opinion

   c. set new goals

   d. establish a working structure

   e. elaborate on an idea

   f. summarize

   g. test consensus

5. Diagnostic Interventions:

   The leader may intervene by diagnosing what he/she sees happening during the group process. He/she might then explain to the group why they are not progressing smoothly toward a goal.

As it was stated earlier, this is intended as a brief overview of the communication process. Through further experience and additional readings, each local Right to Read director will need to discover his/her most effective means of working with other people.

IV. RIGHT TO READ AND PLANNED CHANGE

Change is frequently brought about in a haphazard fashion. In education a common approach has been to allow an individual teacher to implement new ideas, resulting in change in one classroom. When this attempt to change is done in a static organizational environment, however, many stumbling blocks appear. The person may not be able to obtain needed resources, or the innovative practices may not be understood or accepted by peers and administrators. Roadblocks can be so imposing that the individual eventually abandons the project, discouraged and frustrated. Even if the changes are successful and continue in one classroom, it is hard to get the support needed to have them attempted at the building or district level.

Another method often used to bring about change in education involves decisions made at the administrative level. They are then handed down to the staff in the form of well defined, coordinated plans. The breakdown comes when a group of people are asked to implement a program into which they have little or no input. Consequently, there is no ownership in the program or commitment to its ultimate success.

THE PROCESS APPROACH TO PLANNED CHANGE

The process approach to planned change attempts to capture the investment and spontaneity of the first approach with the coordination and the efficiency of the second. The basic assumptions of this approach are:

- The planning process should be ongoing and have broad participation on the part of those who will implement the plan.
- Changes are interdependent, ongoing and consistent with available resources.
- Goals are often value-oriented, and decisions about priorities cannot always be made solely on the basis of practicality and feasibility.

- It is necessary to clarify what changes are being made and what outcomes are expected.
- Individual goals and aspirations should complement those of the system. Changes or growth at one level necessitates concomitant changes at the other level.

CONCEPTUAL MODEL OF THE PROCESS APPROACH TO PLANNED CHANGE

SYSTEMS

An organization or institution is a system, created for a specific purpose and functioning to accomplish that purpose. The people in the system are there for a common purpose. Interrelationships exist between and among groups and individuals in the system.

INTERDEPENDENCE

One system can influence another system in varying degrees. It can be assumed that the greater the degree of interdependence, the greater the mutual influence between and within systems.

SYSTEM BOUNDARIES

System boundaries are barriers that exist between a system and its environment. They are the elements that give the system its identity, such as beliefs, values, behaviors, etc. These boundaries should provide integrity and identity for the system and still allow healthy interrelationships with others.

SYSTEM PROCESSES

There are three basic processes followed in organizational systems:

Input - taking things in
Thruput - doing something with them
Output - putting something out

CLIMATE

Systems are designed to produce output. This requires people working in the system 1) to complete tasks and 2) to relate to one another. These are the two basic elements of "climate," the word used to describe the working environment or mood of the system. In a broader sense, "climate" identifies the quality of what happens behaviorally in an organization. The process approach to planned change often requires modifications in the climate of a system. Bringing about positive changes in the climate requires a commitment to increase the efficiency and effectiveness of tasks and provide opportunities for human growth and development.

On the following page you will find a typical local Right to Read activity described in terms of the elements of the conceptual model.

THE PROCESS APPROACH TO PLANNED CHANGE

PROGRAM: Volunteer reading tutors for adults

SYSTEM: Program sponsored by the Adult Basic Education Center

INTERDEPENDENT SYSTEMS:

Public school district
Nonpublic schools
Churches, civic and service organizations
State and local social welfare agencies
University, community college
Industries

SYSTEMS BOUNDARIES

Each system listed above has an identity of its own and could relate openly with any one or a combination of the other systems.

SYSTEM PROCESSES

A. Input-Volunteer tutors, teachers, administrators
Materials, equipment, facilities
Students

B. Thruput-Volunteers are recruited from many other systems.

Teachers provide preservice training for the tutors.

Teachers provide ongoing inservice for the tutors.

The Adult Basic Education Center serves as the facility. Others may be selected as the program expands.

New and previously existing materials and equipment from many sources are used by tutors and students.

Tutors work with students.

Students work independently in a variety of locations.

C. Output-Increased number of literate adults
Personal satisfaction of adults who learned to read
Tutor's feeling that he/she made a worthwhile contribution
Increased enrollment in the Adult Basic Education Center
Word-of-mouth dissemination and other publicity about the effect of the program
More active interdependence among the systems involved

CLIMATE - New ways of working with adults are developed.
More people who can work with adults are available.
People in the systems involved work together more effectively.
People are positive about the impact of their work.

THE LEWIN CHANGE MODEL

Communities are probably better motivated to change by the use of a political campaign strategy than by most other techniques. One strategy capitalizes on a critical issue, which in the case of Right to Read might be the illiteracy rate or reading failure of students in school. Public attention and awareness are then drawn to this issue and maintained until after needed changes or improvements have taken place.

Kurt Lewin in his study of change has dissected this political campaign strategy as it relates to social systems. What resulted is a three-part change perspective that has broad implications for local Right to Read efforts.

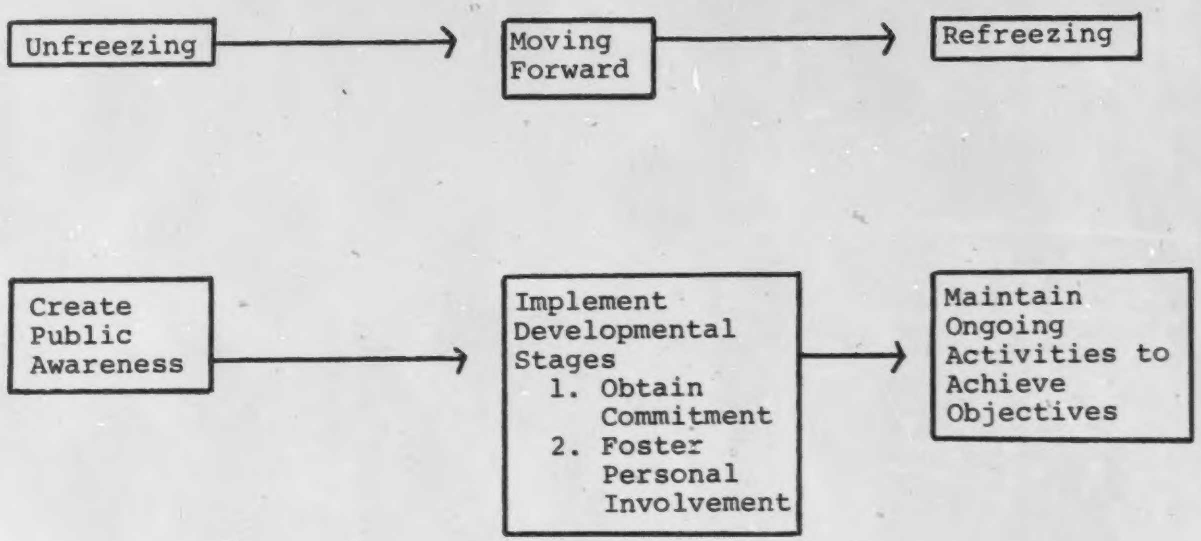
The first step of the Lewin change model is labeled "Unfreezing." The aim here is to build an interest in and a state of readiness for the program development steps that follow. Through various dissemination efforts, the public becomes aware of the need for a local Right to Read program. Publicity programs also act as catalysts to generate community support for proposed programs. The target group to be reached in this phase is the general public.

The second step differs significantly from the first because the target group must be limited. In this "Moving Foward" phase the level of involvement of the target group is higher and the impact is greater. People who will be working on the local Right to Read effort, such as Advisory Council members or educators, need to become personally involved to the extent that they accept the goals, objectives and activites of the program. Commitment from needed individuals will come only after this personal involvement has been fostered. Evidence of large-scale commitment from the community cannot be expected until credibility for Right to Read has been established. In this second stage the emphasis is on building a strong foundation for program planning and implementation.

The last step is the "Refreezing" stage. At this time the long-range impact of the Right to Read program is at stake. Here ongoing activities need to be maintained in order to achieve broad goals and objectives. Those who became personally involved and committed during the second phase are needed to provide continuity while new people are continually recruited to work on the program. If this step is neglected, the program will eventually lose strength and be discontinued.

The next page offers a simple diagram of the Lewin change model for your further reference.

THE LEWIN CHANGE MODEL


Unfreezing
Moving Forward
Refreezing
Create Public Awareness
Implement Developmental Stages
1. Obtain Commitment
2. Foster Personal Involvement
Maintain Ongoing Activities to Achieve Objectives

CONDITIONS CONDUCIVE TO CHANGE

There are five variables which influence the effectiveness of the change process. They deal with establishing a strong foundation for the change and providing follow-up services and growth processes. Below they are listed and discussed briefly:

I. Establish a climate for possible change

A. Assure strong commitment to the change from power groups and administrators
B. Familiarize students, teachers, parents and other lay people with the elements of the change
C. Continue to renew commitment from decision-makers and those participating in the program
D. Develop strategies for early and comprehensive contributions from people at all levels
E. Continue a two-way exchange of information and opinions

II. Develop processes to involve people in meaningful ways

A. Establish a local Right to Read Advisory Council and working Task Forces
B. Involve people in many capacities, such as:
    the decision-makers and those affected by the decisions
    the traditionalists and the innovators
    the specialists and the generalists
    the educators and the lay people
C. Encourage participation in planning, organizing, implementing and evaluating the local Right to Read program. This participation could take the form of:
    helping design a survey instrument
    answering a questionnaire
    serving as a volunteer tutor
    making policy decisions
    giving a presentation at a PTA meeting or parental education conference
    recruiting new people to be involved in Right to Read

III. Provide support services

A. Involve people representing a variety of local agencies or interests, such as:
- the school district or individual buildings within it
- other public social, educational or welfare agencies at the local, state and national levels
- private businesses and industries
- church or religious groups
- service and civic organizations

B. Obtain services from as many sources as possible to help with the following activities:
- research
- educational consulting or inservice
- circulation or production of reading materials
- instructional activities
- information dissemination
- testing programs
- recruitment and retention of adults

IV. Provide time

A. Make sure that those responsible for the various phases of program implementation have the time to perform effectively. This may mean providing released time for educators and selecting volunteers who can contribute a minimum number of hours each week.

B. Allow a sufficiently long period of time to maintain the changes introduced by a local Right to Read effort. A program that emphasizes early results at the expense of long-range impact may lose support as the initial enthusiasm wanes.

V. Provide rewards and resources

A. Make available as many extrinsic, or material, rewards as possible to those participating in a local Right to Read effort.

B. Provide a variety of intrinsic, intangible rewards, such as a verbal or written thank-you or a feeling of satisfaction about having helped someone learn to read.
C. Obtain the human, material and financial resources needed to implement local Right to Read programs.

ORGANIZATIONAL CHANGE
PROBLEM AREAS

Attempting to modify a program within an existing organizational structure carries with it three potential sources of problems. They are listed below, and examples of each are given. Space is given for you to write in solutions to problems posed by the examples.

A. Shifts of power in decision-making

1. Move the decision-making power from one person or group to another person or group.

Example: The local Right to Read director begins to offer inservice education sessions and other services normally provided by the district reading director.

Solution:

2. Shift the decision-making power from one organizational level to another.

Example: A building-level principal who has helped build a strong Right to Read program begins making decisions normally made by someone in the central office.

Solution:

3. Move the decision-making focus from an education to a non-education group, or vice-versa.

Example: A Right to Read Advisory Council begins to work with a district that previously encouraged no community involvement in education.

Solution:

B. Increased attention to the importance of people

1. Give more attention to the competencies of staff rather than to their official organizational status or postion.

Example: Ask the teachers with the best reading background and expertise to help conduct parental education programs, whether or not they have the most seniority.

Solution:

2. Focus on socioeconomic and cultural variables that affect cooperative activities as well as program outcomes.

Example: Emphasize literacy learning activities for all members of bilingual families by encouraging them to attend Right to Read activities as a group rather than individually.

Solution:

3. View people as ends, and not just means, in the change process.

Example: A controversy arises when upper-level students are used to tutor primary-grade children in reading.

Solution:

C. Changing values

1. Recognize that debate over proposed changes should not degenerate to simplistic discussions about good versus bad, desirable versus undesirable or worthy versus valueless.

Example: Teachers in a school take sides over whether the existing basal reading series should be kept or discarded. No one explores ways it could be supplemented or improved.

Solution:

2. Emphasize that program development is a process, open to modification of proposed activities and procedures.

Example: A volunteer tutor program is established in an adult basic education center. There are provisions for feedback from teachers, tutors and students, but no one expresses his/her doubts or concerns.

Solution:

RESISTANCE TO CHANGE

The early writings that dealt with change assumed that the initiative for it came from a leader or communicator, with the effects being exclusively on those who were led. Success was judged on the basis of the results intended by the communicator. Little consideration was given to the audience. This one-way exploitative process of communication has given way to the transactional, problem-solving process, which considers the intentions of both the leader and the group members.

Goodwin Watson, in his essay on Resistance to Change, states that "All of the forces which contribute to stability in personality and in social systems can be perceived as resisting change. From the standpoint of an ambitious and energetic change agent, those energies are seen as obstructions. From a broader and more inclusive perspective the tendencies to achieve, to persevere and to return to equilibrium are most salutary. They permit the duration of character, intelligent action, institution, civilization and culture."[4]

Watson reviews forces of resistance as they operate within the individual personality. He then inventories similar forces in the social system. Although they are treated as separate for the purpose of discussion, forces at both levels are so completely interrelated that they function as one.

The chart that follows lists types of resistance to change and instances when they might be encountered in a local Right to Read effort. The "Solutions" column has been left blank for your own suggestions.

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[4] Goodwin Watson, "Resistance to Change," in Warren G. Benne and Robert Chin. The Planning of Change, p. 488.

RESISTANCE IN PERSONALITY

Resistance	Example	Solution(s)
1. Homeostasis-Also called complacency, this stabilizing force favors constancy over change.	The director of the public library turns down an offer to serve on the Advisory Council because he/she "doesn't want to get involved."	
2. Habit-The familiar is preferred. Unless a situation changes noticeably, people will respond in their accustomed way.	An interested parent hesitates to attend a series of parental education programs on "Reading in the Home" because he/she has never been in the school before.	
3. Primacy-The first successful means of coping are patterned and persistent as models for future behavior.	A primary grade teacher teaches reading the way she was taught. "If it worked for me, it can work for the others."	
4. Selective perception/retention-People respond to new suggestions within the structure of existing attitudes. Even dissonant situations are perceived as reinforcing.	The reading teacher at the adult basic education center has three bilingual pupils and is therefore convinced that segment of the population is being served adequately.	

Resistance	Example	Solution(s)
5. Dependence-People incorporate the values, attitudes and beliefs of those they trust and depend on.	A sixth grade boy hears his father talk about how he never liked to read and decides he feels the same way.	
6. Superego-Individuals enforce the moral standards acquired in childhood from authoritative adults.	A Mexican-American parent does not want the children to attend schools where their culture is not reinforced.	
7. Self-distrust-People feel they do not know enough or are not in a position to follow their impulses to change.	A former illiterate citizen on the Advisory Council appears to be attentive but never speaks during meetings.	
8. Insecurity and regression-There is a tendency to seek security in the past, especially in frustrating situations, when change would be the most effective solution.	A third grade teacher is reluctant to give up the classroom collection of books for accession into the school's media center. This teacher can see only that the books might no longer be available when needed and does not understand that a much wider variety of materials can be checked out at any time.	

RESISTANCE IN SOCIAL SYSTEMS

Resistance	Example	Solution(s)
1. Conformity to norms-Norms are customary and expected ways of behaving in a group.	A school principal hesitates to get involved in Right to Read because none of the other principals are interested in doing so.	
2. Systematic and cultural coherence-Innovations which are helpful in one area may have negative repercussions in the other.	The Board of Education decides not to allocate the funds requested for a Right to Read program because other program areas would have to undergo budget cuts.	
3. Vested interests-Immediate resistance can come from a threat to the economic or prestige interests of individuals.	The teacher's union will not endorse the use of volunteer reading tutors because they fear these volunteers will eventually cause a reduction in the number of professional staff positions.	

Resistance	Example	Solution(s)
4. The sacrosanct-A reform that comes close to taboos and sacred rituals faces the greatest resistance.	A black person offers to help tutor people from an all-white church and is turned down.	
5. Rejection of "outsiders"-Most changes come from outside an institution with little local initiative and participation.[5]	The local Right to Read director, who is employed by the community college, goes to the school district superintendent with suggestions on how the district's reading program could be improved. The suggestions are rejected.	

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[5] *Ibid.*, pp. 489-496.

CHECKLIST
OVERCOMING RESISTANCE TO CHANGE

A. Who brings the change?

Resistance will be less if:

_____ administrators, teachers, members of the Board of Education and community leaders feel that the project is their own - not one devised and operated by outsiders.

_____ the project clearly has the wholehearted support from top officials.

B. What kind of change?

Resistance will be less if:

_____ participants see the change as reducing rather than increasing their responsibilities and burdens.

_____ the project is in accord with values held by the participants.

_____ the project offers a new experience that interests participants.

_____ the project does not threaten the autonomy and security of those involved.

C. How can the change be implemented?

Resistance will be less if:

_____ participants help diagnose the problem. This fosters agreement on the definition and importance of the problem.

_____ the project is adopted by group consensus.

_____ proponents of the program can work with its opponents, recognizing valid objections and relieving unnecessary fears.

_____ it is recognized that misunderstandings and misinterpretations are likely. Provisions for feedback and further clarification should be made.

_____ the project can be modified if evaluation and experience indicate that it is desirable or necessary.

V. CONFLICT MANAGEMENT

A basic issue often facing a leader is how to operate in situations of dissention. Those involved must be willing to collaborate toward a common goal and commit themselves to its achievement. Conflicts should be resolved in a way that does not weaken or jeopardize group objectives. At the same time, group members should be able to maintain their personal dignity and position in the system. As much as possible, conflicts that arise should be solved to everyone's satisfaction.

People dictate the meaning and consequences of conflict situations. Outcomes are often influenced more by the way the problem is handled than by the nature of the conflict itself. The process of resolving conflict can be enhanced if the leader and group members have a mutual understanding and acceptance of each other's beliefs and attitudes.

There are many ways the leader can approach a problem situation. One way is to ignore, avoid or deny that the conflict exists at all. Forced cooperativeness and cheerful compliance characterize this method.

Some people see conflicts as having only two outcomes: winning and losing. Those who hold opposing opinions are viewed as adversaries, who have to be coerced into compliance.

Another way of dealing with conflict is to leave it psychologically and sometimes even physically. This strategy is governed by hopelessness and is designed to protect the individual from the punishment of being involved in struggles that cannot be won. The end result is usually compliance without commitment, coupled with frustration and hostility.

A fourth method of conflict resolution mixes a little bit of winning with a little bit of losing. It softens the effects of losing by limiting the gains. Constant compromise, however, can cause confusion of values and goals.

Finally, there is a style based on the assumption that working through differences may lead to a more creative solution of both personal and interpersonal problems than any single group member could achieve. Differences serve primarily as symptoms of incomplete understanding and less than acceptable levels of commitment on the part of group members. There is tolerance for individual beliefs in a climate of openness and trust. This style is predicated on the notion that everyone profits from effective conflict resolution and that relationships can be enhanced by it.

WIN-WIN STRATEGY

This last strategy is often called the win-win or no-lose method of conflict management. Because it has proven to be the most effective one, more detail about it will be provided here. There are six steps in the win-win method, listed and discussed below.

Step 1: Identify and define the conflict

1. Select an appropriate time to meet with the group.
2. Explain that there is a problem that needs solving.
3. State clearly what feelings you have, what needs of yours are not being met or what is bothering you.
4. Avoid messages that put down or blame someone.
5. Indicate that you want the group to join with you in finding a solution acceptable to those representing both sides of the issue.

Step 2: Generate possible solutions

1. Try first to identify all solutions; you can add your own later.
2. Do not evaluate, judge, or belittle any of the solutions offered. Accept all ideas for solutions.

Step 3: Evaluate the alternative solutions

1. Work with the group to explore each alternative. Use questions like:
    a. Which of these solutions looks best?
    b. Which solution is the one we want?
    c. What are the strengths and weaknesses of the solutions?
    d. What other factors affect the feasibility of the solutions?

Step 4: Select the best solution

1. Test the best solutions against the feelings of others.
2. Remember that decisions are not necessarily final and impossible to change.
3. If there are a number of steps or elements in the solution, clarify and record them.
4. Be sure that everyone in the group understands that each member is making a commitment to carry out the decision once it is made.

Step 5: Implement the decision

1. Identify when, where and how each person will help implement the decision.

Step 6: Conduct a follow-up evaluation

1. Gather information about the effectiveness of the decision and its implementation.
2. Make needed modifications in the strategy.

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People usually fail
when they are on the
verge of success.
So give as much care to
the end as to the
beginning;
Then there will be no
failure.

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